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ABSTRACT

The Women in Technology (WIT) program at Texas' El Paso Community College (EPCC) was established to recruit women into nontraditional occupations, offering technical education, services to help retain women, and community outreach efforts to help change attitudes. This report describes outcomes for the 1996-97 fiscal year, focusing on six WIT objectives, activities undertaken to achieve them, and measures used to determine effectiveness. Introductory sections describe the program and general outcomes, indicating that over the past 8 years, the number of women enrolled in technical fields at EPCC has increased 52%. Next, activities and performance measures for 1996-97 are presented for the following six objectives: (1) to participate in efforts related to changing social attitudes, including a media interview program on the college channel entitled, "Women's Worth"; (2) provide information on nontraditional technical/vocational careers to the community; (3) provide individual academic, personal, and financial support to women students in technical/vocational classes; (4) provide a mentoring system for WIT students by other WIT students and women community role models; (5) provide internship opportunities to four single parents, displaced homemakers, sex biased, or pregnant nontraditional student majors per quarter; and (6) provide for a 60-hour training course for women in residential construction, to be offered twice per year. Appendixes, comprising roughly half the document, provide lists of participants and activities, sample brochures, and worksheets and evaluation forms. (ECF)

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"Taking women one step further . . ."



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WOMEN IN TECHNOLOGY

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WOMEN IN TECHNOLOGY

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TITLE: *El Paso Community College Women in Technology
End of Year report*

PUBLISHER: *WIT Equity and Opportunity program staff*

DATE: *August 20, 1997*

AUTHOR(S): *Victoria Di Benedetto, WIT Program Director
Rachel Ortiz, Project Opportunity Coordinator*

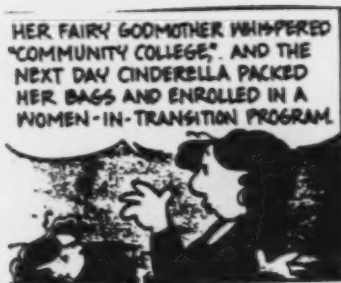
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BUT CINDERELLA TOOK A REALLY GOOD LOOK AT THAT RIGID GLASS HEEL, AND IMAGINED LIFE WITH THE REGAL RUB RATS, AND A PRINCE GONE PAUNCHY.



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Women in Technology
El Paso Community College
P.O. Box 20500
El Paso, Texas 79998
August 22, 1997

Dr. Ken Tunstall
Program Director
Texas Higher Education Coordinating Board
Community and Technical Colleges
P.O. Box 12788
Austin, Texas 78711-2788

Dear Dr. Tunstall:

In accordance with the El Paso Community College's Women in Technology (WIT) Program, Equity and Single Parent Projects issued through the Texas Higher Education Coordinating Board, enclosed please find the end-of-year report for fiscal year 1996-1997. The format is in compliance with the operational format listed in the grant application.

The primary purpose of the WIT program is to recruit women into nontraditional occupations through technical/vocational education and training. Credit areas include the following occupational areas; Automotive Technology, Drafting, Electronics, Fire Technology, Environmental Technology and Heating/Ventilation and Air Conditioning (HVAC). Non-credit areas include Industrial Maintenance, Materials Handling and Warehouse Operations, Plastics Technology, Precision Machining, Quality Technology, Sewing Machine Repair. Nontraditional areas, both credit and noncredit, are prescribed by the Texas Higher Education Coordinating Board and are reflective of student enrollment.

To further supplement WIT's support services, corporate funding has also been utilized. For the past five years, Rockwell has awarded a tuition and support services fund to WIT for financially disadvantaged students who cannot qualify for funding through PELL Grants or through JTPA funding. The 1996-97 award was for \$5,000 and during this period twenty-five students were served under this account. TW2 Events, Inc. of El Paso has also awarded WIT \$500 in the Spring of 1997 for refreshments, "fun" activities, and student awards.

In summary, the activities and services outlined below have been provided by the WIT Program. *Part I* relates to the Equity/Mentorship/Internship program and *Part II* relates to the bridge curriculum for single parents, displaced homemakers and single pregnant females, etc, (Project Opportunity).

I. EQUITY/MENTORSHIP, INTERNSHIP PROGRAM SUMMARY

The WIT Equity/Mentorship, Internship 1996-1997 goal was accomplished to include the following major activities.

	Number	Hours	Contacts
<i>Presentations/live</i>	70	126.5	1411
<i>Presentations/Media</i>	36	18	N/A
<i>Exhibits</i>	10	762	1580
<i>Participatory Activities</i>	68	N/A	N/A
<i>Newspaper Articles</i>	5	N/A	N/A
<i>Child care</i>	9	N/A	N/A
<i>Tutoring</i>	16	112.75	N/A
<i>Student Work Assignments</i>	5	725.5	N/A
<i>Program Newsletter Mailed</i>	274	N/A	274
<i>Tuition Assistance</i>	72	N/A	N/A
<i>Automotive Tools Assistance</i>	6	N/A	N/A
<i>Students Mentored</i>	18	N/A	N/A
<i>Interns Placed</i>	5	N/A	N/A
<i>Returned Postcards/Intake Forms</i>	150	N/A	150
<i>Transportation</i>	47	N/A	N/A
<i>Brochures Distributed</i>	@ 5,000	N/A	5,000
<i>Conferences Attended:</i>	10	N/A	N/A
<i>(3 national; 1 state-wide; 1 local; 2 national</i>			
<i>Teleconferences; 3 state Teleconferences)</i>			

II. PROJECT OPPORTUNITY SUMMARY

The following information was written, organized and presented by Rachel Ortiz, Coordinator, Project Opportunity:

	Number	Hours
<i>Presentations/Live</i>	11	218
<i>Newspaper Articles</i>	2	@96,000
<i>Letters/Information Mailed</i>	459	459
<i>Exhibits</i>	1	5,000
<i>E-Mail Announcements</i>	1	@2,000
<i>Media Interviews</i>	1	@24,000
<i>Child Care</i>	10	18 Children
<i>Transportation/Bus Tokens</i>	9	N/A
<i>Empowerment Workshops</i>	4	N/A
<i>Ropes Course</i>	2	24
<i>Career Exploration Workshops</i>	2	33
<i>Advanced Technology Center Tours</i>	8	177
<i>Technical Applied Physics Class Completers</i>	17	N/A
<i>Technical/Math Class Completers</i>	18	N/A
<i>Workstudies Placed</i>	13	N/A
<i>Work Locations</i>	10	N/A
<i>Fall '96 Program Completers</i>	11	N/A
<i>Spring '97 Program Completers</i>	7	N/A

Should you have any questions or comments, please do not hesitate to call me at (915) 594-2377, or our Project Opportunity Coordinator, Rachel Ortiz, at (915) 594-2332.

Sincerely,

Victoria Di Benedetto

Victoria Di Benedetto
WIT Project Director

cc: Mr. Al Lawrence, Carl Perkins Administrator
Ms. Joan McCollister, Director/Special Programs
Ms. Linda Luehrs-Wolfe, Division Chair/Public Service-Technology
Mr. Lynn Slater, Division Chair/Occupational Education
Dr. Ramón Domínguez, Associate VP/Student Services
Dr. Roberto Reyes, VP/Instructional & Student Services
Dr. Raul Ramirez, Executive Dean/Institutional Development
Dr. Lois Linn, Executive Dean/Rio Grande Campus
Dr. Adena Loston, Executive Dean/Transmountain Campus
Dr. Charles Rorie/Executive Dean/Valle Verde
Dr. Adriana Barrera/President/El Paso Community College

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PART I
Program Evaluation

WIT PROGRAM EVALUATION

Women in Technology (WIT) is a program at El Paso Community College designed to change attitudes about women's participation in the workforce. The program reaches this goal through various objectives. First, WIT encourages women to pursue nontraditional careers. Second, WIT provides student services to help retain women in their chosen field. Finally, WIT informs the community about women's issues especially pertaining to poverty, homelessness and the changes in the workforce.

Women are expected to account for 62 percent of the net growth of the civilian Labor Force between now and the year 2000. What fields will they enter and how will they profit on smaller than average incomes especially without the necessary education and skills? According to the U.S. Department of Labor: Dictionary of Job Titles, 440 job titles have been defined. Of these, women are concentrated in only twenty, eleven of which are "traditional" female occupations. Furthermore, fourteen of the twenty pay below the median weekly income (\$368.00) for women. The positions men hold, on the other hand, are typically "well-paying" jobs that offer full-time employment and advancement potential. Only four of these occupations—managers and administrators; sales supervisors and proprietors; janitors and cleaners; and cooks (except short order) have more than 25 percent female workers." (U.S. Department of Labor: Women's Bureau) Also, these twenty positions do not fall into the skilled labor category. Even in the medical field, a place women have flourished, is being glutted with applicants and growth is slowing. Therefore, unemployment, poverty and struggle for women will be perpetuated if they do not become competitive in the job market.

To become competitive, women must move out of their "comfort zone" in traditional careers into the technical arena. In most situations, technological careers do not seem to be an option. Students at the middle and high school levels are often amazed that women pursue careers in these fields. Our recruiting staff exposes the students to role models they otherwise would not have met which stimulates new ways of thinking. These fields are more accessible in today's world than ten and twenty years ago. Through continual education and enlightenment, the response to recruitment, apparent in our enrollment figures, steadily increases.

Figure 1
NUMBER/PERCENTAGE OF WIT STUDENT ENROLLMENT - CREDIT

Year	Men	Women
Fall 89	593 (91.1%)	58 (8.9%)
Spring 90	580 (9.5%)	54 (8.5%)
Fall 90	611 (89.73%)	70 (10.27%)
Spring 91	631 (88.13%)	85 (11.87%)
Fall 91	597 (85.78%)	99 (14.22%)
Spring 92	628 (86.74%)	96 (13.26%)
Fall 92	620 (83.5%)	123 (16.5%)
Spring 93	585 (82.8%)	121 (17.2%)
Fall 93	596 (82.7%)	124 (17.3%)

**NUMBER/PERCENTAGE OF WIT STUDENT ENROLLMENT - CREDIT
(CONT.)**

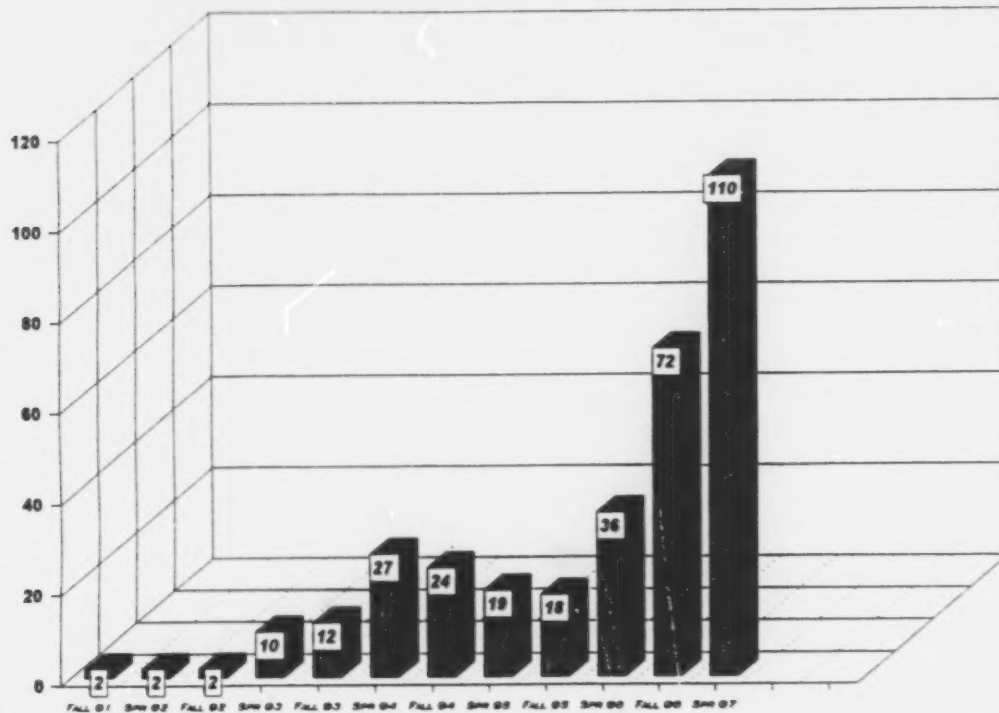
Year	Men	Women
Spring 94	634 (82.8%)	131 (17.2%)
Fall 94	795 (84.8%)	121 (15.2%)
Spring 95	841 (84.2%)	133 (15.75%)
Fall 95	904 (88%)	118 (12%)
Spring 96	850 (89%)	110 (11%)
Fall 96	871 (89%)	113 (11%)
Spring 97	747 (87%)	112 (13%)

**Figure 2
NUMBER/PERCENTAGE OF WIT STUDENT GRADUATES - CREDIT**

Year	Men	Women
1989	17 (94.5%)	1 (5.5%)
1990	51 (98%)	1 (2%)
1991	37 (92.5%)	3 (7.5%)
1992	43 (88%)	6 (12%)
1993	39 (93%)	3 (7%)
1994	17 (74%)	6 (26%)
1995	36 (80%)	9 (20%)
1996	17 (81%)	4 (19%)
1997	24 (79%)	5 (21%)

Enrollment in the non-credit areas has increased dramatically with the assistance of a TEA grant for tuition, books, supplies, transportation and child care.

Figure 3
NUMBER OF WIT STUDENT CERTIFICATE COMPLETERS - NON-CREDIT



It should be noted that the number of non-credit completers for Spring of '97 includes fifteen women who completed a two-week course in construction. Five have formed a work "crew" who are actively engaged in starting their own business called Cornerstone Construction.

(Refer to Project Opportunity Appendices)

With revisions initiated to reflect the new approved grant budget, see APPENDIX 1, and a plan to achieve revised performance measures, see APPENDIX 2, forty women were chosen to participate in the 1996-1997 WIT Project Opportunity Bridge Curriculum program. This one semester program provides a human investment system approach which supplies students with a combination of basic survival and marketable skills as they relate to the student and her chosen nontraditional field.

Average Age: 30

Marital Status : Single Parent

Residential Status: Renting or living with a family member or friend

Average Number of Children: 2

AFDC: \$184

Food Stamps: \$273

Alimony: None

Presently Employed: No

Last Date of Employment: Approx. 2 yrs.

Average Salary: \$4.60 per hr.

High School Diploma or GED: Yes

Average Number of Yrs. Out of School: 8 yrs.

Average Number of College Hrs: 10

This Project Opportunity student profile characterizes the majority of our program participants. See APPENDIX 3. One factor is evident in each applicant - their desire to better their future and that of their families by choosing a nontraditional career occupation. The Project Opportunity Bridge Curriculum is designed to transition and retain students in college by providing them with three essential ingredients: (1) A better basic principles of Technology comprehension level, (2) personal self-awareness and (3) a support system.

First Semester

Credit Hrs.

Content Hrs.

DFTG 4101 Basic Drafting

4

6

DFTG 4122 Computer-Aided Drafting I

4

6

ENGL 3111 Expository English Comp.

3

3

MATH 3107 Technical Math I

3

3

SPCH 3101 Fund. of Effective Speech

3

3

17

21

Project Opportunity also offers students the opportunity to participate in a workstudy program. Workstudy students are placed within the technology division at El Paso Community College or in a Vocational Department of an area High School. Students work eight hours per week at minimum wage and are paid monthly. This money helps supplement the family income while not affecting any government assistance they may be receiving. During the 1996-1997 Project Opportunity grant year, 13 students participated in the workstudy program, working a total of 748 hours, receiving an approximate total of \$3,553.00.

Enrollment into Project Opportunity is based on the applicant meeting our target population criteria, placement test scores, desire/need, and completion of the seven step in-take process. See APPENDIX 5. Participants are recruited from a variety of state and local service agencies. During the 1996 - 1997 grant year a total of 67 applications were received. Thirty-six applications were submitted for the Fall 1996 semester with twenty women being selected to participate in the program. Eleven students completed the Fall 1996 program. Thirty-one applications were received for the Spring 1997 semester program with twenty women being selected to participate in the program. Seven students completed the Spring 1997 semester. These 18 Project Opportunity program graduates increased our total program graduates for the past five years to 118. A student tracking survey which includes all program graduates is conducted in the Fall and Spring semesters. Based on program completers, successful completion of students from a two year Associate Degree program, working in a non-traditional field, employed in other fields, or continuing training/education is 73.8%. See APPENDIX 6

An additional Project Opportunity student survey was compiled to provide information pertaining to the applicant's environment in an attempt to better identify student priorities which may deter them from completing our program. See APPENDIX 7.

CLASSIFICATION OF STUDENTS FALL 1996 AND SPRING 1997

SINGLE PARENTS		
(Includes women never married w/children and separated w/children)		1
DISPLACED HOMEMAKERS		
(Includes women who are divorced without children laid off, married in need of training)		14
SINGLE		
(Low income women)		3
	TOTAL	18
MAJORS		
Automotive	2	
Drafting	9	
Electronics	4	
Environmental Tech.	1	
Plastics	1	
Precision Machining	1	
	TOTAL	18

PLAN "B"
DRAFTING AND DESIGN TECHNOLOGY MAJOR
PROJECT OPPORTUNITY BRIDGE CURRICULUM

First Semester	Credit Hrs.	Content Hrs.
DFTG 4101 Basic Drafting	4	6
MATH 3005 or Higher	3	3
Technical Applied Physics	0	3
Self Investment Class	0	6
	7	18

A first semester student entering the college Drafting program after completing High School, would transitionally be enrolled in the schedule labeled "Plan A". As our student profile illustrates, our program participant has been away for the educational environment for some time or may never have attended college. This student would benefit from our Plan "B", the Project Opportunity Bridge Curriculum schedule, which gradually introduces or reintroduces the student to the academic environment and the world of Technology. Retention and transition are increased by placing the student in a first semester program, a combination of credit and non-credit classes. The non-credit classes provide the technology and personal background needed to advance in future technology training. The two non-credit program classes are: Technical Applied Physics and Self-Investment.

The TECHNICAL APPLIED PHYSICS class places students in a hands-on lab environment which teaches the basic principles of technology in an environment which encourages questions. Most importantly, the student learns how technology relates to her specific nontraditional major.

The SELF-INVESTMENT class promotes self-awareness by encouraging students to examine personal values and goals. Through group discussion, presentations and participation students build self-esteem and positive thinking. Included in the Self-Investment curriculum is the VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA) program which introduces students to the concept of workplace competencies. Based on the Secretary's Commission on Achieving Necessary Skills (SCANS) report the VICA program emphasizes interpersonal skills such as, working on teams, teaching others, serving customers, leading negotiations and working with people from culturally diverse backgrounds. See APPENDIX 4. Concepts are learned through projects which students select. At least three projects are chosen each semester.

Another portion of the self-investment class is "A Woman's Worth" discussion series, based on Marianne Williamson's book, Women in Technology presentations, "Ropes" course workshops, and the INVEST LEARNING SYSTEM Computer Lab sessions. The Invest Learning System program stimulates interest in learning by teaching basic skills and demonstrating the practical application of these skills. INVEST objectives include: Learning How to Learn, Problem Solving and Critical Thinking. Students are encouraged to acquire these skills regardless of their educational entry level. Computer applications include life and workplace situations. INVEST lessons provide students with practical ideas and information in areas such as occupational, civic, and personal development. Lessons are based on everyday situations which provide applied learning for developing decision making and reasoning strategies.

Retaining our special population student has become dependent on the accessibility of support services. Women in Technology (WIT) and the Upper Rio Grande Private Industry Council (URGPIC) have been integral components to our student's success by providing job information, mentoring, technical content tutoring, transportation assistance, child care, and tuition assistance.

Project Opportunity has given women the support they need to succeed. Changes are evident on each program student's face. There are no instruments to measure the shyness and uncertainty of a student during their first program interview to the expression of accomplishment on our program graduation day. Success is measured by each individual differently, but completion of our program by each graduate has always been considered a milestone.

More women recognize the need for retraining in nontraditional fields and the realistic advantages these career choices offer for their future success. However, women continue to face anxiety and challenges when entering nontraditional fields. The majority of women attending WIT presentations in the community lack the language skills, pre-education or domestic stability necessary to enter the WIT program. These women are referred to a variety of other agencies, such as the YWCA-Transitional Living Center or the Battered Women's Shelter. Many are referred to the college's ALPHA Center or the ESL programs. To alleviate the stress of entering nontraditional fields WIT offers a bridge curriculum, mentors, child care, workshops and support groups. WIT also provides career exploration to help women make informed career choices and internships to prepare students for the workforce. Each program component and its results are outlined in the section "Goals and Objectives" of this report.

WIT strives each year to reach its objectives and surpass them. Increased public awareness is the ultimate way to encourage and inform people of their opportunities. Through presentations and other social change projects, WIT seeks to aid, not only those who need the training and education, but also the organizations that provide these services. Nationally, WIT has become a model in the promotion of sex equity facilitating and making presentations at national conferences. Two-Hundred and Fifty End of Year Reports will be published and disseminated for use, replication, and adaptation by sex equity programs in colleges, universities and other agencies nationwide.

PART II
Equity, Mentorship, Internship
Goals & Objectives

THE MAJOR GOAL OF THE WOMEN IN TECHNOLOGY (WIT) PROJECT IS TO INCREASE THE NUMBER OF WOMEN ENTERING NONTRADITIONAL TECHNICAL/VOCATIONAL TRAINING, EDUCATION, AND ULTIMATELY OCCUPATIONS BY ASSISTING WOMEN, ESPECIALLY HISPANICS, IN CLARIFYING THEIR REALISTIC OPTIONS, AND PROVIDING A SYSTEM OF NEEDED SUPPORT SERVICES.

OBJECTIVE 1.

TO PARTICIPATE IN EFFORTS TO ADDRESS THE ISSUES INVOLVED IN CHANGING SOCIAL ATTITUDES, TO INCLUDE A MEDIA INTERVIEW PROGRAM ON THE COLLEGE CHANNEL ENTITLED, "WOMEN'S WORTH."

PROJECT ACTIVITY 1.1

THE PROJECT DIRECTOR AND ASSIGNED STAFF WILL ATTEND CONFERENCES, WORKSHOPS, LOCAL REGIONAL, STATE AND NATIONAL CONFERENCES ON RELATED ISSUES. OUR EXPECTATION IS THAT THE STAFF WILL PARTICIPATE IN A MINIMUM OF 4 PER YEAR.

PERFORMANCE MEASURE 1.1

RECORDS WILL SHOW PARTICIPATION OF STAFF IN A MINIMUM OF 4 CONFERENCES. REPORTS FROM THOSE IN ATTENDANCE WILL BE MADE AT BI-MONTHLY WIT TEAM MEETINGS AND SHARED WITH PRESENTERS AND RECRUITERS.

09/18/96	TXSERVE SYMPOSIUM AUSTIN, TEXAS/4 DAYS
10/23/96	NATIONAL CONFERENCE ON OCCUPATIONAL EDUCATION (NCOE) ST. LOUIS, MISSOURI/4 DAYS
12/03/96	AMERICAN VOCATIONAL ASSOCIATION (AVA) CINCINNATI, OHIO/5 DAYS
03/15/97	AVA NATIONAL POLICY SEMINAR WASHINGTON, DC/5 DAYS
06/05/97	NATIONAL WORKING WOMEN'S SUMMIT-LIVE SATELLITE BROADCAST U.S. DEPARTMENT OF LABOR-WOMEN'S BUREAU/2 HOURS

PROJECT ACTIVITY 1.2

THE PROJECT DIRECTOR AND ASSIGNED STAFF WILL PARTICIPATE IN WOMEN'S ADVOCACY ACTIVITIES IN THE COLLEGE AND THE COMMUNITY AT LARGE TO INCLUDE NETWORKING AND COMMITTEE WORK ON ADDRESSING THE PROBLEMS OF HOMELESS WOMEN.

PERFORMANCE MEASURE 1.2

THE LOG WILL SHOW STAFF PARTICIPATION IN THESE TYPES OF EVENTS.

THE PROJECT DIRECTOR, AS SECRETARY TO THE EL PASO COALITION FOR THE HOMELESS, CHAIRS A TASK FORCE AND A WORKING PROGRESS COMMITTEE WHICH

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WIT EQUITY AND OPPORTUNITY

DESIGNS AND GOVERNS THE PROCESS BY WHICH RESIDENTS OF A PROGRAM FOR HOMELESS STUDENTS ARE EVALUATED IN THEIR PROGRESS TOWARD SELF-SUFFICIENCY. SEE APPENDIX 1 FOR MISSION STATEMENT.

WIT, ALONG WITH THE WOMEN'S RESOURCE CENTER OF EL PASO, INC., CO-SPONSORED A SERIES OF WORKSHOPS ON DIFFERENT COMMUNITY ISSUE TOPICS SUCH AS: COMMUNICATION, MANAGING CHANGE, PARENTING, COPING WITH STRESS AND COMMUNITY RESOURCES AVAILABLE. SEE APPENDIX 2.

IN CELEBRATION OF NATIONAL WOMEN'S HISTORY MONTH, WIT CO-SPONSORED THE SIXTH ANNUAL PHOTOGRAPHY CONTEST. THIS YEAR'S THEME WAS "WOMEN AS LEADERS IN OUR COMMUNITY." THE CONTEST WAS OPEN TO BOTH WOMEN AND MEN. JAMES KELLY RENDE WON FIRST PLACE AND A CASH PRIZE OF \$100. MR. RENDE'S MOTHER IS A FIREFIGHTER. SEE APPENDIX 3 FOR PROGRAM AND APPENDIX 4 FOR NEWSPAPER ARTICLES.

ALSO IN CELEBRATION OF BLACK HISTORY MONTH IN FEBRUARY AND NATIONAL WOMEN'S HISTORY MONTH IN MARCH, A SMITHSONIAN EXHIBIT WHICH WAS DONATED TO THE DEPARTMENT, WAS DISPLAYED FROM FEBRUARY 15 THROUGH MARCH 15, 1997 AT THE TRANSMOUNTAIN CAMPUS LIBRARY. THE DISPLAY FEATURED TWELVE 4' x 2' PANELS ON U.S. BLACK WOMEN ROLE MODELS.

WIT CO-SPONSORED, WITH UTEP AND THE HISPANIC WOMEN CENTER, THE NATIONAL WOMEN'S HISTORY MONTH CALENDER OF EVENTS FOR THE WOMEN FILM FESTIVAL WHICH TOOK PLACE ON SUNDAY MARCH 2 AND MARCH 9, 1997. A TOTAL OF 300 CALENDERS WERE PRINTED AND DISSEMINATED. SEE APPENDICES 5A AND 5B.

WIT CO-SPONSORED, ALONG WITH OTHER EL PASO COMMUNITY COLLEGE DEPARTMENTS, A VISIT BY DR. SHIELA TOBIAS, A NATIONAL KNOWN RESEARCHER ON THE SUBJECTS OF MATH ANXIETY AND THE WOMEN'S MOVEMENT. SEE APPENDICES 6A FOR FLYER AND PROGRAM BROCHURE.

PROJECT ACTIVITY 1.3

A SERIES OF TV INTERVIEWS CALLED WOMEN'S WORTH CONDUCTED BY THE WIT PROGRAM DIRECTOR WILL DISCUSS ISSUES AFFECTING WOMEN'S PROGRESS IN THE WORK PLACE.

PERFORMANCE MEASURE 1.3

THE WIT LOG WILL SHOW ALL GUESTS INTERVIEWED AND THEIR RESPECTIVE TOPICS. THE VIDEOTAPES WILL BE CATALOGUED AND MADE AVAILABLE IN THE EPCC LIBRARY.

SEE APPENDIX 7 FOR LIST OF TOPICS AND DATES THEY WERE AIED.

OBJECTIVE 2.

PROVIDE INFORMATION ON NONTRADITIONAL TECHNICAL/VOCATIONAL CAREERS TO PROSPECTING STUDENTS.

PROJECT ACTIVITY 2.1

THE PROJECT DIRECTOR, AND ASSIGNED STAFF WILL DISSEMINATE RECRUITMENT MATERIALS SUCH AS A POSTER WITH RETURN MAILERS. THIS IS AN ONGOING ACTIVITY WHICH WILL INCLUDE THE MANY MATERIALS ALREADY DEVELOPED.

PERFORMANCE MEASURE 2.1

SAMPLES OF MATERIALS WILL BE ON FILE IN THE WIT OFFICE.

THE WIT PROGRAM BROCHURE WHICH DESCRIBES THE PROGRAM AND ITS OFFICE LOCATIONS CONTINUES TO BE DISSEMINATED AT ALL PRESENTATIONS, PARTICIPATORY ACTIVITIES, AND COMMUNITY EXHIBITS. SEE APPENDIX 8 FOR WIT PROGRAM BROCHURE.

THE SEMESTER PROGRAM NEWSLETTER, "EQUITY MAIL" WAS DISTRIBUTED TO ALL WIT STUDENTS INCLUDING COLLEGE STAFF. SEE APPENDICES 9 AND 10.

FLYERS WERE DEVELOPED AND DISSEMINATED DISTRICT-WIDE FOR ALL WIT ACTIVITIES.

PROJECT ACTIVITY 2.2

THE STUDENT SERVICES ASSISTANT WILL ANSWER THOSE WHO HAVE MAILED IN POSTCARDS BY PHONE, IF POSSIBLE, AND/OR MAIL WRITTEN INFORMATION TO REQUESTORS. THIS IS AN ONGOING ACTIVITY WHICH WILL INCLUDE THE MAINTAINING OF RECORDS ON THE NUMBER OF PEOPLE SEEKING INFORMATION AND THE NUMBER OF THESE PEOPLE WHO ACTUALLY ENROLL IN COLLEGE CREDIT COURSES.

PERFORMANCE MEASURE 2.2

THE ACTUAL POSTCARDS WILL BE ON FILE ALONG WITH A NOTATION AS TO HOW EACH REQUESTOR WAS SERVED.

SEVENTY FIVE REQUESTS FOR INFORMATION WERE MADE TO THE WIT OFFICE. EACH PERSON RECEIVED INFORMATION VIA MAIL ON SPECIFIC FIELDS OF CHOICE. FOLLOW-UP PHONE CALLS WERE MADE AFTER INFORMATION WAS MAILED AND ONE-ON-ONE APPOINTMENTS WERE SCHEDULED AS NEEDED TO DISCUSS CAREER OPTIONS.

PROJECT ACTIVITY 2.3

THE PROJECT DIRECTOR WILL SUPERVISE, ASSIGN, AND COORDINATE ALL PROJECT ACTIVITIES, CONDUCT TEAM MEETINGS AND PROVIDE STAFF WITH UPDATED INFORMATION ON TRAINING PROGRAMS FOR NONTRADITIONAL OCCUPATIONS.

PERFORMANCE MEASURE 2.3

RECORDS ON FILE IN THE WIT OFFICE.

ELEVEN STAFF MEETINGS WERE HELD.

ALL WIT STAFF AND TWENTY-FOUR STUDENTS PARTICIPATED IN AN EIGHT HOUR "ROPES COURSE" DESIGNED TO BUILD SELF-ESTEEM, SELF-CONFIDENCE AND A SENSE OF SELF-EMPOWERMENT. THE COURSE WAS CONDUCTED ON NOVEMBER 9, 1996 AND AGAIN ON FEBRUARY 8, 1997. SEE APPENDICES 11 AND 12.

PROJECT ACTIVITY 2.4

PRESENTATIONS WILL BE MADE BY THE WIT STAFF AND ASSIGNED BY THE PROJECT DIRECTOR AS NEEDED.

PERFORMANCE MEASURE 2.4

RECORDS WILL SHOW THE NUMBER OF PRESENTATIONS MADE WHICH INCLUDE WORKSHOPS FOR STUDENTS ON SELF-ESTEEM, SEXUAL HARASSMENT, CONFLICT RESOLUTION AND WORKSHOPS FOR FACULTY ON STUDENT MOTIVATION TECHNIQUES.

SEE APPENDIX 13 FOR LOG OF PRESENTATIONS.

SEE APPENDIX 14 FOR NLP FLYER.

PROJECT ACTIVITY 2.5

THE WIT PROJECT DIRECTOR WILL MAINTAIN AN ADVISORY BOARD COMPOSED OF REPRESENTATIVES OF COMMUNITY AGENCIES AND ORGANIZATIONS. IT IS OUR EXPECTATION THAT UP TO 6 MEMBERS FROM THE COMMUNITY WILL MEET WITH THE WIT STAFF AT LEAST TWICE PER YEAR.

PERFORMANCE MEASURE 2.5

RECORDS WILL SHOW THE MINUTES OF EACH ADVISORY BOARD MEETING.

THE FIRST ADVISORY BOARD MEETING WAS HELD ON SEPTEMBER 27, 1996 AND THE SECOND WAS HELD ON JULY 29, 1997. SEE APPENDIX 15 AND APPENDIX 16 FOR ADVISORY BOARD MINUTES.

PROJECT ACTIVITY 2.6

THE WIT STUDENT RECRUITERS WILL PARTICIPATE IN DEMONSTRATIONS AT EXHIBIT TABLES AND DISSEMINATE WIT INFORMATION WHILE ATTENDING CAREER DAYS, COLLEGE REGISTRATION DAY EXHIBITS, AND COMMUNITY EXHIBITS. THE STUDENT SERVICES ASSISTANT WILL BE RESPONSIBLE FOR COORDINATING THE EVENTS AND SUPERVISING THE RECRUITERS. IT IS OUR EXPECTATION THAT UP TO 500 HOURS WILL BE SPENT BY STUDENTS IN THIS ACTIVITY.

PERFORMANCE MEASURE 2.6

A LOG OF WIT ACTIVITIES WITH THE DATE, PLACE, TIME AND NUMBER OF PEOPLE WITH WHOM STAFF MEMBERS MADE CONTACT AT EACH EVENT WILL BE MAINTAINED IN THE WIT OFFICE.

TEN EXHIBITS WERE CONDUCTED AND 762 HOURS OF RECRUITER ACTIVITY WERE LOGGED. SEE APPENDIX 17 FOR LOG OF EXHIBITS.

PROJECT ACTIVITY 2.7

SPECIAL INDIVIDUAL ATTENTION WILL BE GIVEN TO INTERESTED PROSPECTIVE STUDENTS WITH SPECIAL NEEDS WHICH WILL BE ATTENDED TO BY THE PROGRAM STUDENT ADVISOR.

PERFORMANCE MEASURE 2.7

INTAKE FORMS WILL BE MAINTAINED ON ALL STUDENTS SERVED WITH A CONFIDENTIAL NOTE ON EACH SPECIFIC INDIVIDUAL AND HOW THAT PERSON WAS SERVED.

ROCKWELL INTERNATIONAL FUNDS WERE USED TO ASSIST TWENTY FIVE STUDENTS WITH TUITION/ /BOOKS/SUPPLIES AND/OR VICA MEMBERSHIP DUES.

TEXAS EDUCATION AGENCY FUNDS WERE USED TO ASSIST FORTY SEVEN STUDENTS WITH TUITION AND/OR BOOKS/SUPPLIES.

OBJECTIVE 3. PROVIDE INDIVIDUAL ACADEMIC, PERSONAL, AND FINANCIAL SUPPORT TO WOMEN STUDENTS IN TECHNICAL/VOCATIONAL CLASSES.

PROJECT ACTIVITY 3.1

MAINTAIN AN OFFICE AT EL PASO COMMUNITY COLLEGE WHERE INFORMATION CAN BE DISSEMINATED CONCERNING A WOMEN'S NONTRADITIONAL TRAINING OPTIONS AT THE COLLEGE AND ELSEWHERE IN THE COMMUNITY. THE WIT PROJECT OFFICE WILL BE STAFFED 8 HOURS PER DAY.

PERFORMANCE MEASURE 3.1

THE PROJECT DIRECTOR WILL SUPERVISE THE OFFICE PROCEDURES AND PERSONNEL. THE STUDENT SERVICE ASSISTANT WILL BE RESPONSIBLE FOR DEVELOPING AND PROCESSING OF OFFICE DOCUMENTATION.

THE VALLE VERDE OFFICE LOCATION IS STAFFED EIGHT HOURS PER DAY. THE TRANSMOUNTAIN LOCATION IS STAFFED TWO HOURS PER DAY.

A "POLICY & PROCEDURE" MANUAL DEVELOPED TO ESTABLISH CONSISTENCY IN METHODS AND TO COORDINATE OFFICE FUNCTIONS IS ON FILE.

PROJECT ACTIVITY 3.2

THE WIT PROGRAM STUDENT ADVISOR WILL PARTICIPATE IN OFFERING OR ARRANGING FOR NONTRADITIONAL CAREER EXPLORATION WORKSHOPS, WHENEVER A GROUP CAN BE IDENTIFIED TO ATTEND AS A GROUP. HOWEVER, INDIVIDUAL REFERRALS TO THE COLLEGE'S CAREER CENTER WILL BE MADE ON AN ONGOING BASIS.

PERFORMANCE MEASURE 3.2

RECORDS WILL SHOW THE NUMBER OF GROUP WORKSHOPS HELD, THE STAFF WHO PARTICIPATED, THE NAMES AND NUMBER OF PEOPLE WHO ATTENDED.

CAREER EXPLORATION WORKSHOPS WERE HELD ON NOVEMBER 22, 1997, APRIL 22ND AND JULY 30TH. SEE APPENDICES 18 - 21 FOR FLYERS.

A TOTAL OF 75 CALLS WERE RECEIVED AND RESPONDED TO. PROPER INTAKE DOCUMENTATION IS ON FILE REGARDING THESE INQUIRIES. THE CALLERS WERE APPROPRIATELY REFERRED TO OTHER COLLEGE DEPARTMENTS FOR FURTHER ADVISING DEPENDING ON INDIVIDUAL NEED. SEE APPENDIX 22 FOR INTAKE FORM.

PROJECT ACTIVITY 3.3

THE PROGRAM STUDENT ADVISOR WILL PROVIDE AND SUPERVISE TUTORS IN NONTRADITIONAL OCCUPATIONAL TRAINING AREAS WHEN NEEDED AND WHEN THEY ARE NOT INSTITUTIONALLY AVAILABLE. EFFORTS WILL BE MADE TO HIRE WOMEN TUTORS.

PERFORMANCE MEASURE 3.3

A CHECK WITH OTHER COLLEGE DEPARTMENTS TO VERIFY IF TUTORING IS PRESENTLY AVAILABLE WILL BE MADE BEFORE TUTORS ARE HIRED TO FILL OUR SPECIAL NEEDS.

THREE TUTORS WERE HIRED FOR THE FIRST SEMESTER; ONE ENVIRONMENTAL TECHNOLOGY, ONE ELECTRONICS, ONE DRAFTING.

TWO OTHER TUTORS WERE HIRED LATER IN THE SEMESTER IN THE AREA OF PLASTICS AND AUTOMOTIVE TECHNOLOGY. EIGHTEEN STUDENTS RECEIVED TUTORING FOR 112.75 HOURS.

TUTORING SERVICES WERE ADVERTISED IN THE TECHNOLOGY LABS, THE WIT NEWSLETTER AND THROUGH THE WIT OFFICE.

PROJECT ACTIVITY 3.4

THE PROGRAM STUDENT ADVISOR WILL ORGANIZE BI-WEEKLY SUPPORT GROUPS FOR INTERESTED STUDENTS WHO REQUEST THE SERVICE.

PERFORMANCE MEASURE 3.4

RECORDS WILL SHOW ANNOUNCEMENTS OF SUPPORT GROUP AVAILABILITY AND DATES OF GROUP MEETINGS HELD.

SUPPORT GROUPS WERE NOT NEEDED AND WERE NOT ORGANIZED DUE TO LOW DEMAND. ALL SUPPORT SERVICES, INCLUDING BI-WEEKLY SUPPORT GROUPS ARE ANNOUNCED IN THE SEMESTER NEWSLETTER WHICH IS PUBLISHED EVERY SEMESTER.

PROJECT ACTIVITY 3.5

THE PROGRAM STUDENT ADVISOR WILL ASSIST STUDENTS IN FINDING CHILD CARE THROUGH WHATEVER MEANS AVAILABLE IN THE COMMUNITY AND THE COLLEGE.

PERFORMANCE MEASURE 3.5

RECORDS WILL SHOW LIST OF REFERRALS.

SIX STUDENTS WERE REFERRED AND ASSISTED WITH CHILD CARE SERVICES.

PROJECT ACTIVITY 3.6

THE WIT PROGRAM STUDENT ADVISOR ASSISTED BY THE STUDENT SERVICES ASSISTANT, WILL CONTINUE TO MAINTAIN A TRAINED STUDENT RECRUITER CORPS FOR WIT STUDENTS. EACH STUDENT RECRUITER WILL BE RECOMMENDED BY HER TEACHER BEFORE BEING INTERVIEWED AND HIRED. HER PERFORMANCE WILL BE EVALUATED ON AN ONGOING BASIS. MEMBERS OF THE STUDENT RECRUITER CORPS MAY ALSO BE ASSIGNED TO ASSIST PRESENTERS, WHEN THEIR PRESENCE AND PARTICULAR TALENTS WOULD BE JUDGED AN ASSET TO THAT PARTICULAR PRESENTATION.

PERFORMANCE MEASURE 3.6

THE WIT STUDENT SERVICES ASSISTANT WILL KEEP RECORDS OF ALL STUDENTS WHO PARTICIPATE, ASSIGN HOURS, OVERSEE ACTIVITIES AND THE SUBMISSION OF THE TIME

SHEETS OF THE RECRUITERS. THE WIT PROGRAM STUDENT ADVISOR WILL ALSO CONDUCT ORIENTATION SESSIONS FOR MEMBERS OF THE CORPS AND ASSIST THEM TO DEVELOP A GOOD DELIVERY DURING THEIR DEMONSTRATION BY PROPER SUPERVISION AND HELPFUL HINTS.

FIVE RECRUITERS WORKED 725.5 HOURS.

PROJECT ACTIVITY 3.7

THE PROGRAM STUDENT ADVISOR WILL RESPOND TO REQUESTS FROM TECHNICAL/VOCATIONAL COURSE INSTRUCTORS TO CALL WOMEN STUDENTS WHO NEED INDIVIDUAL HELP, BY REFERRING THEM TO TUTORING, COUNSELING, ETC.

PERFORMANCE MEASURE 3.7

A LOG WILL BE KEPT OF ALL REQUESTS FROM INSTRUCTORS AND CALLS MADE TO STUDENTS AND WILL BE KEPT ON FILE IN THE WIT OFFICE.

INSTRUCTORS WERE CONTACTED PERIODICALLY TO ENSURE THAT STUDENTS NEEDING ASSISTANCE WERE HELPED AND ANY CONCERNS ADDRESSED IN A TIMELY MANNER.

THE PROJECT DIRECTOR WORKED WITH AN ELECTRONICS INSTRUCTOR TO PROVIDE MATERIALS FOR EIGHT GIRLS WHO ENROLLED IN AND COMPLETED A KIDTRONICS SUMMER TRAINING PROGRAM. SEE ARTICLE, APPENDIX 23.

PROJECT ACTIVITY 3.8

THE WIT STUDENT SERVICES ASSISTANT WILL PERFORM INTAKE ACTIVITIES TO INCLUDE PROVIDING EMERGENCY TRANSPORTATION ASSISTANCE OR LOAN OF TEXTBOOKS AND/OR TOOLS FOR STUDENTS IN DANGER OF DROPPING OUT OF CLASS DUE TO UNEXPECTED EXPENSES. THIS SERVICE WILL BE AN ONGOING ACTIVITY AVAILABLE ON A FIRST-COME, FIRST-SERVED BASIS, AND ONLY APPROVED ON A CASE-BY-CASE BASIS AFTER AN INTERVIEW.

PERFORMANCE MEASURE 3.8

THE NAMES OF STUDENTS INTERVIEWED WITH CONFIDENTIAL NOTES ON ASSISTANCE PROVIDED AND COPIES OF CHECK REQUESTS AND RECEIPTS WILL BE ON FILE.

- ▲ *A WIT LIBRARY BOOK LOAN SYSTEM WAS DEVELOPED FOR STUDENTS WHO WERE UNABLE TO PURCHASE THEIR CORE CONTENT BOOKS.*
- ▲ *SIX STUDENTS WERE ASSISTED WITH 11 BOOKS FROM THE PROGRAM LIBRARY LOAN SYSTEM..*
- ▲ *FORTY-SEVEN STUDENTS WERE ASSISTED WITH BUS TOKENS FOR EMERGENCY TRANSPORTATION.*

- ▲ *SIX STUDENTS WERE ASSISTED WITH SETS OF TOOLS THAT WERE PURCHASED FOR THE STUDENT LOAN SYSTEM.*

OBJECTIVE 4.

MAINTAIN A SYSTEM OF MENTORING FOR WIT STUDENTS, BY OTHER WIT STUDENTS AND WOMEN COMMUNITY ROLE MODELS.

PROJECT ACTIVITY 4.1

THE PROGRAM STUDENT ADVISOR WILL BE RESPONSIBLE FOR MAINTAINING THE MENTORING SYSTEM. WIT STUDENTS IN TECHNICAL-CONTENT COURSES WILL BE ASKED TO MENTOR THE STUDENTS IN THE BRIDGE CURRICULUM. IT IS ANTICIPATED THAT ONE-ON-ONE MATCHES CAN BE ACCOMPLISHED.

PERFORMANCE MEASURE 4.1

RECRUIT STUDENT MENTORS FROM AMONG THOSE PRESENTLY ENROLLED IN NONTRADITIONAL COURSES, PREFERABLY IN THEIR SECOND SEMESTER, AND ASK THEM TO PARTICIPATE IN A MATCH WITH PROJECT OPPORTUNITY (BRIDGE CURRICULUM) STUDENTS. EACH STUDENT MENTOR WILL BE ASKED TO CALL THEIR MENTEE ONCE PER MONTH TO PROVIDE SUPPORT AND ENCOURAGEMENT. A FORM WILL BE MAILED TO EACH MENTOR FOR DOCUMENTATION OF THE TELEPHONE CONTACT AND FURTHER PERSONAL CONTACT.

FOR FALL 1996 AN EIGHT WOMAN TASK FORCE MADE UP OF BUSINESS AND COMMUNITY LEADERS CONTINUED TO BE THE BASIS FOR RECRUITMENT OF MENTORS. THEY PROVIDED THE NECESSARY NETWORKING AND DIRECTION FOR MAINTAINING THE MENTORSHIP PROGRAM. 18 MENTORS FROM SIX DIFFERENT FIELDS WHICH INCLUDE THE FOLLOWING: AUTOMOTIVE, DRAFTING, ELECTRONICS, MANUFACTURING, AND HUMAN RESOURCES WERE RECRUITED FOR 12 BRIDGE CURRICULUM STUDENTS. A TRAINING FOR MENTORS WAS CONDUCTED AND A FIRST TIME MEETING WAS HELD FOR THE MENTORS AND THE MENTEES. MENTOR RETURN CARDS WERE USED TO MONITOR THE MENTOR/MENTEE RELATIONSHIP ON A MONTHLY BASIS. MONTHLY MEETINGS OF THE TASK FORCE WERE HELD. PERIODIC PHONE CONTACTS WERE MADE WITH MENTOR AND MENTEE ALIKE. OTHER MENTOR AND MENTEE RELATIONSHIPS WERE NOT AS SUCCESSFUL. THE STUDENT ADVISOR MADE AN EFFORT TO STRENGTHEN THEIR CONTACT BY ACTING AS AN INTERMEDIARY BETWEEN THEM TO INCREASE COMMUNICATION.

SPRING '97 STUDENTS AND BUSINESS WOMEN WERE RECRUITED AS MENTORS TO MATCH WITH THE BRIDGE CURRICULUM STUDENTS. THE MENTORS WERE TRAINED AND A RECEPTION WAS HELD FOR THE MENTORS AND MENTEES TO MEET FOR THE FIRST TIME. THE MENTORS WERE GIVEN POSTPAID CARDS TO DOCUMENT THEIR PHONE CONTACTS WITH THE MENTEES. SOME MENTORS AND MENTEES WERE IN CONTACT MORE THAN THE BIMONTHLY REQUIREMENT FOR THE PROGRAM.

PROJECT ACTIVITY 4.2

EFFORTS WILL BE MADE TO FIND EMPLOYED ROLE MODELS TO MENTOR EACH AMENABLE WIT STUDENT IN TECHNICAL-CONTENT COURSES. WHEN A WOMAN IN THE SPECIFIC NONTRADITIONAL FIELD CANNOT BE FOUND, ANOTHER APPROPRIATE ROLE MODEL WILL BE SOUGHT.

PERFORMANCE MEASURE 4.2

A FORM WILL BE MAILED TO EACH MENTOR FOR DOCUMENTATION OF THE TELEPHONE CONTACT AND FURTHER PERSONAL CONTACT. NAMES OF MENTORS AND STUDENT MATCHES WILL BE ON FILE IN THE OFFICE OF THE PROGRAM STUDENT ADVISOR. EACH MENTOR WILL BE ASKED TO CALL THEIR MENTEE ONCE PER MONTH TO PROVIDE SUPPORT AND ENCOURAGEMENT.

MENTORS AND STUDENTS WERE MATCHED FIRST BY FIELD (WHENEVER POSSIBLE) AND THEN BY OTHER INTERESTS. FOR FALL 1996 AND SPRING 1997 MENTORS AND MENTEES ALIKE WERE GIVEN PERSONAL PROFILES OF EACH OTHER TO BETTER UNDERSTAND THEIR INTERESTS AND CAREER PURSUITS. MENTORS WERE GIVEN POSTPAID RETURN ADDRESS CARDS TO DOCUMENT EACH MONTH'S CONTACT WITH THE MENTEES. SOME MENTORS AND MENTEES WERE IN DIALOGUE MORE THAN ONCE A MONTH.

OBJECTIVE 5.

PROVIDE WORK EXPERIENCE (INTERNSHIP) OPPORTUNITIES TO 4 SINGLE PARENTS, (2 PER SEMESTER) DISPLACED HOMEMAKERS, SEX BIAS, OR PREGNANT NONTRADITIONAL STUDENT MAJORS WHO HAVE COMPLETED AT LEAST TWO NONTRADITIONAL CONTENT COURSES IN THEIR FIELDS.

PROJECT ACTIVITY 5.1

THE PROGRAM STUDENT ADVISOR WILL IDENTIFY LOCAL BUSINESSES IN COOPERATION WITH THE EPCC PLACEMENT OFFICE THAT WILL PARTICIPATE IN THE PROGRAM, AND PROCESS STUDENT APPLICATIONS AND INTERNSHIP CONTRACT FORMS.

PERFORMANCE MEASURE 5.1

CONFIRM THE SUPPORT OF FOUR BUSINESSES PER SEMESTER, EACH TO CONTRACT FOR 16-WEEK/19-HOUR PER WEEK (INTERNSHIP) ASSIGNMENT.

DUE TO PAST WORKING RELATIONSHIPS WITH CERTAIN BUSINESSES, REQUESTS BY STUDENTS IN THOSE FIELDS AND THROUGH CONTACTS WITH INSTRUCTORS, THE BUSINESS PARTICIPANTS IN OUR INTERNSHIP PROGRAM ARE ENVISION TECHNOLOGIES, INC. AND RAMSEY STEEL.

IN ADDITION, ONE INTERN WAS INVOLVED IN A PROJECT THAT WAS A COLLABORATIVE EFFORT BETWEEN THE COLLEGE AND A PUBLIC SCHOOL. THE INTERN FACILITATED LEARNING BASIC ELECTRONICS IN A SUMMER PROGRAM. SHE WILL CALIBRATE THE ELECTRONICS LAB EQUIPMENT FOR THE FALL 1997 SEMESTER.

PROJECT ACTIVITY 5.2

THE PROGRAM STUDENT ADVISOR AND OTHER ASSIGNED WIT TEAM MEMBERS WILL RECRUIT QUALIFIED STUDENTS.

PERFORMANCE MEASURE 5.2

OBTAIN A LISTING OF STUDENTS CURRENTLY ENROLLED AND CONTACT BY NEWSLETTER OR THROUGH PHONE CALLS.

INTERNS WERE RECRUITED THROUGH PHONE CALLS AND NEWSLETTER ANNOUNCEMENTS. BECAUSE OF THE STUDENTS' GENERAL AWARENESS OF OUR INTERNSHIP PROGRAM, SEVERAL STUDENTS CAME TO OUR OFFICE REQUESTING INFORMATION. FOR THE LAST TWO SEMESTERS, THIS HAS BEEN THE BEST METHOD FOR FILLING INTERNSHIP POSITIONS.

PROJECT ACTIVITY 5.3

THE PROGRAM STUDENT ADVISOR WILL CONDUCT INITIAL INTERVIEWS WITH STUDENTS, ACCEPT APPLICATIONS, CREATE MATCHES AND BROKER CONTRACTS.

PERFORMANCE MEASURE 5.3

ORIENT STUDENT TO PROGRAM, ASSESS CHILD CARE AND OTHER NEEDS. MAKE PROPER REFERRALS AND ASSIGNMENTS.

ALL CANDIDATES WERE NOTIFIED OF PROGRAM REQUIREMENTS AND THEIR OBLIGATIONS TO THE INTERNSHIP. STUDENTS WITH AT LEAST 18 CREDIT HOURS IN THEIR MAJOR WHO EXHIBIT MATURITY, GOOD WORK ETHIC AND ENTHUSIASM WERE REQUESTED TO COMPLETE AN EPCC APPLICATION FOR EMPLOYMENT. THE PSA COMPLETES AN INTERNSHIP DEVELOPMENT PLAN FOR EACH STUDENT TO CLARIFY JOB DUTIES AND WORK SCHEDULE. NONE OF THE CANDIDATES REQUIRED TRANSPORTATION NOR CHILD CARE. ALL STUDENTS MET THEIR POTENTIAL EMPLOYERS AND DEVELOPED A MUTUAL PLAN TO ACHIEVE THEIR RESPECTIVE GOALS.

PROJECT ACTIVITY 5.4

THE PROGRAM STUDENT ADVISOR WILL PROVIDE ONE ON ONE ADVISING SESSIONS TO STUDENT INTERNS IN CONJUNCTION WITH GROUP SUPPORT SESSIONS.

PERFORMANCE MEASURE 5.4

ARRANGE FOR PAYMENT OF WORK EXPERIENCE TO INTERNS AND ARRANGE FOR NEEDED SERVICES.

STUDENTS ARE REQUIRED TO COMPLETE AN I-9 AND W-4 IN COMPLIANCE WITH EPCC POLICY. PAY CHECKS ARE ADMINISTERED BY THE COLLEGE PAYROLL OFFICE.

PROJECT ACTIVITY 5.5

THE PROGRAM STUDENT ADVISOR WILL CONDUCT STUDENT FOLLOW-UP INTERVIEWS.

PERFORMANCE MEASURE 5.5

DOCUMENT STUDENT'S EVALUATION OF THE WORK EXPERIENCE.

EACH STUDENT WAS ASKED TO REVIEW AND DOCUMENT THEIR WORK EXPERIENCE THROUGH MID-TERM AND END OF INTERNSHIP EVALUATIONS. THE EVALUATION FORMS ASK THE STUDENT ABOUT WORK HABITS, TIMELINESS ON THE JOB, AS WELL AS THE SKILLS AND INFORMATION LEARNED IN THE WORKPLACE. THESE ARE ON FILE AT THE WIT OFFICES.

PROJECT ACTIVITY 5.6

THE PROGRAM STUDENT ADVISOR WILL CONDUCT EMPLOYER INTERVIEWS REGARDING STUDENT PERFORMANCE.

PERFORMANCE MEASURE 5.6

DOCUMENT EMPLOYER'S EVALUATION OF THE STUDENT'S PERFORMANCE.

DURING THE SEMESTER, AS NEEDED, THE EMPLOYER WAS CONTACTED PERIODICALLY TO RESOLVE ANY QUESTIONS OR PROVIDE INFORMATION REGARDING THE STUDENT. STUDENTS WERE FORMALLY EVALUATED BY THEIR RESPECTIVE EMPLOYER. THE INFORMATION IS ON FILE AT THE WIT OFFICES.

PROJECT ACTIVITY 5.7

THE PROGRAM STUDENT ADVISOR WILL COLLATE AND EVALUATE FROM EMPLOYER INTERVIEWS AND STUDENT INTERVIEWS.

PERFORMANCE MEASURE 5.7

PREPARE WRITTEN, SUMMATIVE EVALUATION.

THE FIVE INTERNS WERE PLACED AS FOLLOWS: DURING FALL 1996, ONE DRAFTING STUDENT WAS PLACED. THE INTERN WORKED FOR RAMSEY STEEL AS A DETAILER. SHE EXEMPLIFIED THE NON-TRADITIONAL ROLE MODEL OF STUDENT INTERN AS A PERSON WITH DISABILITIES. SHE LEARNED MANY ASPECTS TO THE COMPANY'S OPERATION AS WELL. AT THE END OF HER INTERNSHIP, SHE WAS OFFERED A FULL-TIME POSITION. DUE TO HEALTH PROBLEMS, SHE WAS NOT ABLE TO ACCEPT. UNDER DOCTOR'S ADVICE, SHE IS TO WORK PART-TIME AND WILL ACCEPT A PART-TIME POSITION WHEN IT BECOMES AVAILABLE AT RAMSEY STEEL.

DURING SPRING 1997 ONE INTERN WAS HIRED IN THE ELECTRONICS FIELD. SHE WAS PLACED IN ENVISION TECHNOLOGIES, INC. SHE ATTENDED SKILLS WORKSHOP AND LEARNED TO BE A COMPUTER SERVICES TECHNICIAN. SHE COMPLETED HER INTERNSHIP AND HAS TAKEN A POSITION AT INTEL LABS OF ALBUQUERQUE, NEW MEXICO.

SUMMER 1997 AN INTERN WAS HIRED AS LAB ASSISTANT IN A JOINT PROJECT BETWEEN EPCC AND THE EL PASO INDEPENDENT SCHOOL DISTRICT AT WAINWRIGHT ELEMENTARY. THE INTERN ASSISTED THE INSTRUCTOR IN A "HANDS-ON" ELECTRONICS COURSE OFFERED TO THE SCHOOLCHILDREN. AS WELL, THE INTERN WILL CALIBRATE THE LAB EQUIPMENT FOR USE IN THE FALL SEMESTER. CURRENTLY, ONE INTERN HAS A POSITION AT ENVISION TECHNOLOGIES, INC. LEARNING NEW ADVANCES IN COMPUTER TECHNOLOGY AND IS BEING ENCOURAGED BY THEIR MANAGEMENT TO PURSUE FULL-TIME EMPLOYEE STATUS.

OBJECTIVE 6.

PROVIDE FOR A 60-HOUR TRAINING COURSE FOR WOMEN IN RESIDENTIAL CONSTRUCTION TO BE OFFERED TWICE PER YEAR.

PROJECT ACTIVITY 6.1

THE WIT PROJECT DIRECTOR WILL IDENTIFY A QUALIFIED INSTRUCTOR TO TEACH THE COURSE.

PERFORMANCE MEASURE 6.1

PLACE THE INDIVIDUAL ON CONTRACT. INSTRUCTOR'S RESUME AND TENTATIVE CONTRACT WILL BE ON FILE.

MR. LOUIS ALEGRE TAUGHT THE COURSES AND CONTINUES TO BE INVOLVED IN THEIR EFFORTS TO BUILD A COHESIVE CONSTRUCTION CREW AND TO RAISE MONEY FOR BONDING AND LICENSING.

PROJECT ACTIVITY 6.2

THE WIT STAFF WILL RECRUIT AND ENROLL 10-15 WIT STUDENTS TO TAKE THE COURSE.

PERFORMANCE MEASURE 6.2

WIT WILL WORK WITH THE OFFICE OF INDUSTRIAL TECHNOLOGY PROGRAMS TO ENROLL THE STUDENTS.

THIRTY-FOUR (34) PRESS RELEASES WERE FAXED TO THE COMMUNITY ON APRIL 4 AND APRIL 7, 1997.

THREE (3) LIVE PRESENTATIONS WERE GIVEN TO A TOTAL OF NINETY-FIVE (95) MEN AND WOMEN.

SIXTY-THREE (63) WOMEN RESPONDED AND SERVED THROUGH PROJECT OPPORTUNITY.

TWENTY-SIX (26) WOMEN WERE REFERRED TO VOCATIONAL GUIDANCE ASSISTANT.

PROJECT ACTIVITY 6.3

THE WIT STUDENT SERVICES ASSISTANT WILL ASSIST THE PROGRAM STUDENT ADVISOR IN ARRANGING FOR TUITION AND SUPPLIES ASSISTANCE AND SUPPORTIVE SERVICES FOR STUDENTS IN NEED.

PERFORMANCE MEASURE 6.3

RECORDS WILL SHOW STUDENTS ENROLLMENT AND SERVICES OBTAINED IN CONJUNCTION WITH OTHER AGENCIES.

FORTY SEVEN STUDENTS' WERE ASSISTED WITH TUITION/SUPPLIES AND SUPPORTIVE SERVICES THROUGH A TEA GRANT.

TWO STUDENTS RECEIVED CHILD CARE THROUGH THE ROCKWELL ACCOUNT.

PROJECT ACTIVITY 6.4

THE WIT PROJECT DIRECTOR WILL WORK WITH AREA EMPLOYERS TO PLACE STUDENTS WHO COMPLETE THE COURSE.

PERFORMANCE MEASURE 6.4

DATE OF COURSE OFFERINGS WILL BE ON FILE IN THE WIT OFFICE. SEE BROCHURE, APPENDIX 24. RECORDS OF STUDENTS WHO COMPLETE THE COURSE AND JOB PLACEMENTS WILL BE ON FILE. SEE COMMENCEMENT INVITATION, APPENDIX 25. FIFTEEN STUDENTS COMPLETED THE COURSE.

ONE WORK CREW, CALLED PROJECT CORNERSTONE, WAS FORMED WITH FIVE STUDENTS PARTICIPATING. THEY HAVE CONTINUED TO DO FUND RAISING ACTIVITIES FOR THEIR BONDING AND LICENSE EXPENSES AND HAVE WORKED ON SOME PART-TIME JOBS.

ONE CONSTRUCTION COMPANY OWNER HAS MENTORED THE GROUP AND DIRECTED SOME OF THE OTHERS TOWARD PART-TIME JOBS AND FURTHER TRAINING. IT HAD BEEN MADE CLEAR, HOWEVER, THAT DUE TO THE SHORTNESS OF TRAINING, EACH COMPLETER MUST BE WILLING TO DO LOW SKILL LEVEL JOBS SUCH AS SITE CLEAN UP AND PRELIMINARY WIRING WHILE ON THE CONSTRUCTION SITE IN ORDER TO GAIN MORE EXPERIENCE. THE HABITAT FOR HUMANITY COORDINATOR IN EL PASO HAS OFFERED THE STUDENTS THE OPPORTUNITY TO LEARN AND PARTICIPATE THIS SEPTEMBER WITH AN ALL-WOMEN CREW IN BUILDING A HOUSE. AT PRESENT, TWO WOMEN ARE WORKING IN THIS FIELD, PART-TIME. SEE APPENDIX 26 AND 27 FOR NEWSPAPER ARTICLES.

FINAL NOTE: A LOG OF ACTIVITIES, MEETINGS AND EVENTS IN WHICH WIT STAFF PARTICIPATED IS ATTACHED AS APPENDIX 28.

PART III
Equity, Mentorship, Internship
Appendices

APPENDICES

1. Missouri Street Residence Mission Statement
2. Women's Resource Center Flyer
3. National Women's History Month Program
4. National Women's History Month Newspaper Article
- 5a/b National Women's History Month Film Festival Program
- 6a Dr. Sheila Tobias Flyer
- 6b Dr. Sheila Tobias Program
7. Women's Worth List of Topics
8. WIT Program Brochure
9. Program Newsletter
10. Program Newsletter
11. Ropes Course Flyer
12. Ropes Course Flyer
13. Presentations Log
14. NLP Flyer
15. WIT Advisory Board Minutes
16. WIT Advisory Board Minutes
17. Exhibits Log
18. Career Exploration Flyer
19. Career Exploration Flyer
20. Career Exploration Flyer
21. Career Exploration Flyer
22. Program Intake Form
23. Newspaper Article/Kidtronics Program
24. Cornerstone Flyer
25. Cornerstone Commencement
26. Cornerstone Article
27. Cornerstone Article
28. Participation Log

**EL PASO COALITION FOR THE HOMELESS
MISSOURI STREET RESIDENCE PROJECT TEAM**

AUTHORITY AND MEMBERSHIP: THE MISSOURI STREET RESIDENCE PROJECT TEAM IS A STANDING COMMITTEE OF THE EL PASO COALITION FOR THE HOMELESS. THE CHAIR SHALL BE A MEMBER OF THE BOARD OF DIRECTORS AND SHALL HAVE AT LEAST THREE MEMBERS, IDEALLY TO INCLUDE 9-12 CITIZENS AND THE MSR SOCIAL WORKER AND HOUSE MANAGER.

MISSION STATEMENT: THE EPCH-MSR PROJECT TEAM WILL MEET MONTHLY FOR THE FOLLOWING PURPOSES:

1. To review, advise and assist residents' in the attainment of their self-sufficiency goals.
2. To participate, whenever convenient, in gathering appropriate resources and providing support, both emotional and financial to the residents.
3. To recommend to the MSR owner(s), after thorough discussion and evidence, that eviction proceedings be initiated when a resident has failed to meet the expectations of the program.
4. To maintain a professional code of CONFIDENTIALITY regarding the residents of the house and the issues discussed at the committee meetings.
5. To accept a full report from the MSR Social Worker and the MSR House Manager, should an immediate eviction be required and executed, (due to use of illegal drugs, possession of an illegal weapon, evidence of illegal activity, threat of physical violence or threat of major property damage, etc.) prior to consultation with the committee.

Revised 08/08/97

APPENDIX 2
END OF YEAR REPORT

IF YOU'RE INTERESTED IN THESE THESE TOPICS
AND LIVE IN THE 79904 AND 79924 CODE AREAS . . .

Communication

Parenting

Managing Change

Community Resources

Feelings

Families

Dis-stress

Coping with Stress Strategies

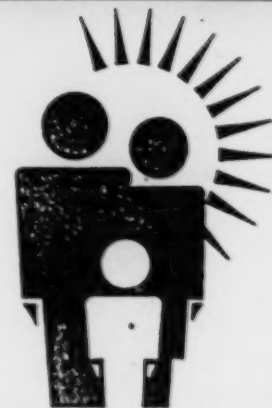
COME AND JOIN US - AGES 12 THROUGH ADULT - WELCOME!

WILL MEET BEGINNING
WEDNESDAY
OCTOBER 23, 1996
TRANSMOUNTAIN CAMPUS
ROOM 1805
1:00 P.M. - 3:00 P.M.

CALL HOPE ORDAZ AT 757-5073 TO
TAKE ADVANTAGE OF THESE FREE WORKSHOPS!

Sponsored by:
Women's Resource Center of El Paso, Inc.
And EPCC/Women in Technology

Youth and Family
Development
Program



Your community
at work.

National Women's History Month

Each March, people all across the country celebrate National Women's History Month. It is a time to recognize, celebrate, and appreciate the many important roles that women have played throughout our history. This year, the theme of National Women's History Month is a fine and long tradition of community leadership. Thank you for joining us today in our own celebration of the many wonderful, and often unrecognized, contributions which women make to our communities everyday.

The theme for this year's photography contest was "Facing Challenges with Strength: Women as Leaders in Our Communities." This theme is about the strong women who are all around us—our mothers, grandmothers, daughters, and sisters, our mentors, teachers, and co-workers. These women are strong, active leaders who are making a difference in our communities. They inspire and teach us. We sought photos which showed these women in action.



El Paso Community College
presents

**"Facing Challenges with Strength:
Women as Leaders in Our Communities"**

**Sixth Annual Women's History
Month
Photography Contest
Award Ceremony**

March 20, 1997
10:00 a.m.
Valle Verde Cafeteria Annex

Special thanks to our sponsors:

*Learning Resource Centers
Special Programs Division
Student Leadership and Community
Development
Women in Technology (WIT)*

Judges:

*Ron Clark, Art Department
Becky Perales, Rio Grande Head Librarian
Rachel Ortiz, WIT Project Opportunity*

Committee Members:

*Edwina Vogan, Women in Technology
Deb Margolis, Special Programs*

*Special thanks to the Special Programs Division,
Women in Technology and Campus Librarians*

**El Paso Community College
Sixth Annual Women's History Month
Photography Contest Award Ceremony**

Welcome

Edwina Vogan

Presentation of Awards

Dr. Adriana Barrera, College President

Prize Winners:

First Prize: \$100

Second Prize: \$75

Third Prize: \$50

Honorary Mention

EPCC holds Sixth Annual Photography Contest

If there is a special woman in your life who has been an example to you or has shown leadership take her picture and you could win \$100.

The theme this year is "Facing Challenges with Strength: Women as Leaders in Our Communities."

To enter all you need is a picture of that special woman, whether it be your mom, grandmother or co-worker, and a brief description saying why this woman is a strong leader.

All entries must be brought to any EPCC library by March 10 at 5 p.m.

The awards ceremony will be held on March 20 at 10 a.m. at the VV Cafeteria Annex. The prizes for first, second and third place will be \$100, \$75 and \$50.

For more information or entry forms call Edwina Vogan at 594-2376.

Photo contest celebrates women: In honor of Women's History Month, El Paso Community College students are being asked to participate in the sixth-annual photography contest by taking photos of their mothers, grandmothers, friends or co-workers who have been an example of leadership in their lives.

The contest's theme is "Women as Leaders in Our Communities."

Photo entries must be submitted by 5 p.m. Monday. Entry forms may be picked up and returned to any community college library.

There will be an awards ceremony at 10 a.m. March 20 at the Valle Verde campus cafeteria annex.

Information: 594-2376 or 594-4702 3-5-97

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APPENDIX 5A
END OF YEAR REPORT

2nd Annual Film Festival
*Through the
Eyes of Women*
Films by and about women



Sponsored by:

Centro Mujeres de la Esperanza
El Paso Community College/Women in Technology
Cynthia Farah, Director of UTEP Film Studies Dept.
Pilar Herrera and Friends
Hispanic Women's Network of Texas
Maternidad La Luz: The Birth Place
Women's History Month Coalition
The Woman's Intercultural Center (Anthony, NM)
The Woman's Resource Center of El Paso
The Woman's Resource Center-UTEP

UTEP Union Cinema
Sunday, March 2 and
Sunday, March 9
1:00 - 4:30 pm
Free
For more information:
545-1890

*In celebration of
International Women's Day*

2nd Annual Film Festival

Through the Eyes of Women

Films by and about women

Sunday, March 2

- 1:00 **The Desert is No Lady**
A look at the Southwest through the eyes of women artists and writers from different cultural backgrounds.

Discussion
Refreshments

- 2:50 **Hair Piece: A Film for Nappy-Headed People**
An animated satire on self-image which raises questions of racism and empowerment.

- 3:00 **Tanto Tiempo** (subtitled)
The story of a young Latina who rediscovers the value of her Aztec ancestry.

- 3:30 **Wilma P. Mankiller: Woman of Power**
The story of the first female chief of the Cherokee nation.

Discussion

- 4:20 **Closing Remarks**

Sunday, March 9

- 1:00 **With These Hands**
The true story of how three women from Africa struggle to feed their families and to bring about change.

- 1:45 **The Idea We Live In** (spanish subtitles)
Explores the concept of "home" as a metaphor for understanding cultural identity.

Discussion
Refreshments

- 2:45 **Time of Women** (Ecuador, subtitled)
A portrait of life in an Ecuadorian village and the impact of economic policies.

- 3:10 **Women: The New Poor**
The story of four women and their attempts to defy the statistics of poverty.

- 3:40 **Visionary Voices: Women on Power**
Shows the contribution that women of color have made to the women's movement.

Discussion

- 4:20 **Closing Remarks**

Content and discussion of films are for adults and not appropriate for children under 14 years of age.

APPENDIX 6A
END OF YEAR REPORT



EL PASO COMMUNITY COLLEGE

PRESENTS

**"MAKING MATH AND SCIENCE MORE
ACCESSIBLE"**

A WORKSHOP CONDUCTED BY

SHEILA TOBIAS

July 24, 1997

8:30 a.m.-11:30 a.m.

President's Conference Rooms B and C
(Valle Verde Campus, 919 Hunter)

Sheila Tobias is the creator of the technique, *Peer Perspectives on Teaching*, in which faculty from fields other than science and mathematics "stand in" for students in artificially constructed science and math lessons at the college level. Her research has provided important insights into what makes science and math "hard" and even "distasteful" for outsiders. Ms. Tobias is a nationally known speaker and has published numerous books and articles including *Overcoming Math Anxiety*, *They're not Dumb, They're Different*, and *Breaking the Science Barrier*. This workshop will consist of three parts:

1. Diagnosing and Dealing with Math Anxiety
2. Diagnosing and Dealing with Specific Science-Related Barriers
3. Assessment and Examination

For more information call Dr. Maria Alvarez, Biology, Transmountain Campus, 757-5074

SPONSORED BY: American Association of Women in Community Colleges, Women in Technology, Diversity Programs and the Office of Faculty Development at EPCC

Sheila Tobias

Author, Educator, Feminist

Sheila Tobias is a nationally recognized adviser and consultant on science education and feminist issues. She has researched science and mathematics education including policy issues, student avoidance and anxiety with respect to math and science as well as feminist issues arising in those fields.

Among her published works are *Overcoming Math Anxiety* (1978), *Succeed with Math* (1987) and (with physicist Carl T. Tomizuka) *Breaking the Science Barrier* (1992), *Revitalizing Undergraduate Science* (1992) and *Rethinking Science as a Career* (1995) in addition to her latest work, *Faces of Feminism* and over 150 articles.

Tobias is a math/science, equity issues, and women's studies consultant to universities, and a lecturer popular with intellectual circles nationally and abroad.

Educated in history and literature at Harvard-Radcliffe and Columbia, Tobias has been a lecturer in history and political science at the Universities of Arizona and of California, served as Associate Provost for Wesleyan University in Connecticut and was Assistant to the Vice President of Academic Affairs at Cornell University.

Her research has been funded by Lilly Endowment, the Rockefeller and Ford Foundations, the Fund for the Improvement of Postsecondary Education of the U.S. Department of Education and the Research Corporation.

"Making Math and Science More Accessible"

8:30-11:30 am

President's Conference Room B & C, Valle Verde

In this workshop, Sheila Tobias will address three major issues: (1) Diagnosing and Dealing with Math Anxiety; (2) Diagnosing and Dealing with Specific Science-Related Barriers; and (3) Assessment and Examination.

Her research into what makes science and math "hard" or "distasteful" for students provides valuable teaching insights as well as her "Peer Perspectives on Teaching" technique, in which faculty from fields other than math/science "stand in" for college students in math/science lessons.

"Women and Science"

5:30 pm

President's Conference Rooms B & C, Valle Verde

In this presentation, Tobias will present an overview of feminist critique of science. This view contends that male-dominated science is not only detrimental to women, but for the field of science itself.

Neither a scientist, or a mathematician, she has tackled the question of why intelligent and motivated college students have task-specific disabilities in certain fields, particularly mathematics and science.

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APPENDIX 6A

CONT.

END OF YEAR REPORT

Special thanks to the following sponsors:

American Association of Women
in Community Colleges
Diversity Programs
Faculty Development Office
Institutional Development
WIT Equity and Opportunity Program
Transmountain Executive Dean's Office

El Paso Community College offers over 130 programs of study to earn an associate degree or certificate of completion. We serve 20,000 credit and 8,000 non-credit students each semester at our three campuses, five instructional centers and satellite sites throughout the County.

El Paso Community College --
The Pathway to the Future/El Paso al Futuro

Ms. Olga "Cookie" Mapula, Chair of the Board
Mr. M. Chuck Silva, Vice Chair of the Board
Ms. Elfida Gutierrez, Secretary to the Board
Mr. Brian Haggerty
Mr. Rudy Hernandez
Mr. Arturo Huerta
Ms. Vicki K. Icard

Dr. Adriana D. Barrera, President of the College

El Paso County Community College District does not discriminate on the basis of race, color, national origin, religion, gender, age or disability.

El Paso Community College

Presents

Sheila Tobias

"Making Math and Science More Accessible"

and

"Women and Science"



July 24, 1997
8:30 a.m. and 5:30 p.m.
President's Office Complex
Valle Verde Campus
919 Hunter

Women's Worth TV Program
(1/2 hour interviews)

	Airing Date
(1) DR. PETER DE COPPENS SOCIOLOGIST "WOMEN'S POTENTIAL - A SOCIOLOGICAL PERSPECTIVE"	09/06/95 08/07/96 04/24/96 01/03/96 01/15/97
(2) DR. CORA MARRATT "WOMEN'S PROGRESS IN MATH & SCIENCE"	09/13/95 08/14/96 05/01/96 01/10/96 01/22/97
(3) ISA SWAITE PRESIDENT/NATIONAL ORGANIZATION FOR WOMEN	09/20/95 08/21/96 05/08/96 01/17/96 01/29/97
(4) RENE HARRIS DIRECTOR/EL PASO MUSEUM OF ART	11/08/95 08/28/96 05/15/96 01/24/96
(5) BONNIE SOMMERVILLE "WOMEN WHO RUN WITH WOLVES" "CELESTINE PROPHECY"	10/25/95 09/04/96 05/22/96 01/31/96

CONT.

END OF YEAR REPORT

(6)	10/11/95 09/11/96 05/29/96 02/07/96
KAREN ANDERSON "HER LIFE AND WORK AS MANAGER OF THE RESIDENCE FOR HOMELESS PEOPLE"	
(7)	12/13/95 10/18/95 09/18/96 06/05/96 02/14/97
DR. DONNA KUSTUSCH "THE DEFEMINIZATION OF POVERTY AS A THOUGHT PROCESS"	
(8)	10/04/95 09/25/96 06/12/96 02/21/96
EVA ROSS "AFFIRMING WOMEN'S CHOICES AND OPTIONS THROUGH THE VOTE"	
(9)	11/22/95 10/02/96 06/19/96 02/28/96
HAILEY BINFORD "A WOMAN'S STRUGGLE TO SURVIVE WITH SELF-ESTEEM INTACT"	
(10)	09/27/95 10/09/96 06/26/96 03/06/96
MARY HELEN CARROLL "HER LIFE AND WORK AS A HEALTH PRACTITIONER; IMPLICATIONS OF REPUBLICAN CONTRACT WITH AMERICA"	
(11)	11/15/95 10/16/96 07/03/96 03/13/96
DR. JAMES LAMB "MALE/FEMALE DIFFERENCES - AN UPDATED BIOLOGICAL PERSPECTIVE"	

(12)	ANNA MARIA VARGAS "MESSAGES FROM THE PRIMITIVE PEOPLES IN SOUTH AMERICA" "PEACE QUILT"	11/01/95 10/23/96 07/11/96 03/27/96
(13)	MERRILL MEYER DIRECTOR, YWCA-TLC FOR HOMELESS WOMEN	12/06/95 10/30/96 07/17/96 04/03/96
(14)	DR. ADRIANNA BARRERA PRESIDENT/EL PASO COMMUNITY COLLEGE "A CAREER IN COMMUNITY COLLEGE ADMINISTRATION"	11/29/95 11/06/96 07/24/96 04/10/96
(15)	BETTINA FLORES AUTHOR/CHIKUITAS'S COCOON	11/13/96 07/31/96 04/17/96
(16)	AARON KRAVETZ NEURO LINGUISTIC PROGRAMMING AND SELF-DEFENSE FOR WOMEN	11/20/96 02/12/97
(17)	MONICA CORDOVA "THE CHILDCARE ENVIRONMENT/FIELD; A STAFF MEMBER'S PERSPECTIVE"	11/27/96
(18)	DR. BRAD ANDERSON "DIVORCE, SEPARATION, ISOLATION, RESPONSIBILITY: A WOMEN'S PERSPECTIVE"	12/04/96

APPENDIX 7

EL PASO COMMUNITY COLLEGE

WOMEN IN TECHNOLOGY

CONT.

END OF YEAR REPORT

(19)	JOY E. FERGUSON "THERAPEUTIC HORSEMANSHIP"	12/11/96 02/19/97 02/26/97
(20)	ROMEO DI BENEDETTO SOCIOLOGIST/PART I: HISTORICAL VIEW OF MARRIAGE	12/18/96
(21)	ROMEO DI BENEDETTO SOCIOLOGIST/PART II: THE CHANGING CULTURAL PARADIGMS OF MARRIAGE	01/08/97
(22)	DERRICK STARR, SOCIOLOGIST "WOMEN'S MOVEMENT AND FEMINISM"	02/05/97
(23)	DELIA GOMEZ "LAS AMERICAS REFUGEE ASYLUM PROJECT"	02/09/97
(24)	JEAN DUREL, IDA BERRESHEIM "WOMEN'S FILM FESTIVAL" "CENTRO MUJERES DE LA ESPERANZA"	02/19/97 03/05/97
(25)	JOAN BROWN, MARLENE PERROTTE "BALANCE OF THE FEMININE IN RELIGION"	03/04/97 03/12/97 03/25/97 04/09/97

(26)	03/19/97 04/09/97
DR. ANTHONY PADOVANO THEOLOGIAN AND PROFESSOR ROLE OF GENDER IN CATHOLIC AND CHRISTIAN CHURCHES	
(27)	04/07/97 04/16/97
NANCY DEEG, PRESIDENT/HACIENDA SPRINGS LIZ ROGERS, HEAD OF THE PUBLIC DEFENDERS OFFICE ON THE WORK AND VISIT TO EL PASO OF SR. HELEN PREJEAN, AUTHOR OF " <u>DEAD MAN WALKING</u> "	
(28)	04/30/97
SONIA MADRID AND LOURDES RAMIREZ WIT CORNERSTONE STUDENTS ON WOMEN IN THE CONSTRUCTION FIELD	
(29)	06/10/97
SHARON BOLLINGER INSTRUCTOR FOR WOMEN STUDIES/EPCC ASPECTS OF THE WOMEN'S MOVEMENT	
(30)	
PAY HEYMAN PSYCHOTHERAPIST ON RELATIONSHIPS	
(31)	
SHIELA TOBIAS ON HER BOOK: <u>FACES OF FEMINISM</u> , PUBLISHED 3/97	

IF YOU ARE FEMALE, YOU SHOULD KNOW THAT...

• Whether or not you marry or have children, you will probably be working for pay outside your home for a large part of your life:

- 40 years if you are single
- 30 years if you marry but have no children
- 15-25 years if you marry and have children

• You will probably need to work to help support yourself and your children or to contribute to your family's income.

• You are more likely than a male to be limited to low-paying jobs with little chance for advancement unless you consider more than just the traditionally female occupations and unless you obtain the education and/or training you will need to prepare for them.

Sources: HOBEL/ONS Occupational Information, 1990 Edition

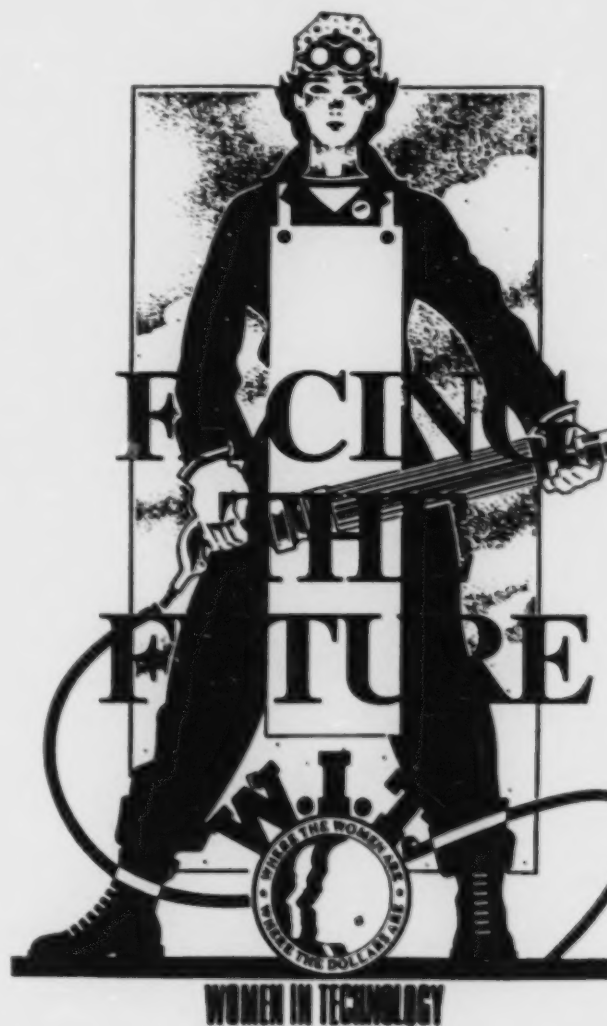
MOST PEOPLE WANT _____

- Higher Wages
- Career Advancement Opportunities
- Better Benefits



PEOPLE ALSO WANT _____

- Excitement
- Challenges
- Success



El Paso Community College

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HIGH SCHOOL OPPORTUNITIES

El Paso Community College also works with high school students prior to graduation as a way to encourage early WIT program participation for those students who qualify.

"THE 2+2 PROGRAM" begins with two years training during high school and continues with two years at El Paso Community College in either **ELECTRONICS TECHNOLOGY** or **DRAFTING AND DESIGN TECHNOLOGY**. The extra education you receive in high school allows you to pursue an advanced associate degree at EPCC. Ask your high school counselor for more information.

ARTICULATED COURSES: A HEADSTART - If you recently graduated from high school, you may be eligible to receive college credit for technical courses taken in high school. Ask your instructor or counselor about petitioning for college credit at EPCC.

For more information, **Women in Technology** serves you in the following locations:

Transmountain Campus Room S-420, 757-5073

Advanced Technology Center
Valle Verde Campus Room 208, 594-2376/77

For information regarding Project Opportunity visit or call:

Valle Verde Campus Room A-207, 594-2332

El Paso Community College --

Celebrating 25 Years of Service to Our Community.

El Paso Community College offers over 130 programs of study to earn an associate degree or certificate of completion. We serve 19,000 credit and 6,000 non-credit students each semester at our three campuses, five instructional centers and satellite sites throughout the County.

We're here for you.

El Paso County Community College District does not discriminate on the basis of race, color, national origin, religion, gender, age or disability.

CREDIT PROGRAMS

You can earn your Associate of Applied Science degree in one of the following credit programs.

AUTOMOTIVE TECHNOLOGY - The cars of the future will require sophisticated computer diagnostics and technicians trained to evaluate and repair complex systems. Through the flexible entry plan, you can enter the program at any time. In addition, qualifying students can work at local car dealerships and gain "on-the-job" training while they attend classes.

DRAFTING AND DESIGN TECHNOLOGY - Every aspect of high technology depends on qualified drafting technicians and designers. You'll learn manual drafting and the latest computer-aided drafting (CAD) in this program.

ELECTRONICS TECHNOLOGY - Our society has integrated computers and automation into every aspect of business and industry. With such a reliance on sophisticated technology, training in the field of electronics is a must. This program can prepare you for a variety of areas, from communications systems and microcomputers to industrial applications.

FIRE TECHNOLOGY - Learn the science of fire and its destructive nature. Work toward a degree that will enable you to contain and eliminate fires and fire hazards, saving lives, property and our natural resources.

HAZARDOUS MATERIALS TECHNOLOGY - Earn a degree that promotes environmental protection and safety in the workplace. Training in this area includes studying safety regulations, hazardous materials handling and disposal and the use of this information in emergency situations.

HVAC - Equip yourself with skills to diagnose and solve problems in most heating, refrigeration and air conditioning systems. This program allows you to earn your associate degree or earn certificates in specific areas with flexible entry and exit plans.

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WOMEN IN TECHNOLOGY (WIT), a program at El Paso Community College, strives to enhance your educational opportunities with student support services and a non-biased, gender equity attitude.

WIT goals are:

1. To encourage women in the pursuit of nontraditional careers because of the realistic advantages these careers offer.
2. To advance gender equity and knowledge of related issues while promoting nontraditional careers and education.

*Moving toward the 21st century,
ANYONE with education and training can
work in TECHNOLOGY!*

Whether you are a single parent, part of a low income family, going through a divorce, graduating from high school or just want a different and better career, WIT will help you succeed!

WIT provides:

- Career exploration and counseling.
- Child care assistance in cooperation with local agencies.
- Job information and preparation through the EPCC Job Placement and Cooperative Education Center.
- Referral services to help you with special needs.
- Free tutoring in your field.
- Paid work assignments as a student recruiter.
- Tuition assistance for qualifying applicants.
- Supportive mentors who offer advice and encouragement.
- Internship opportunities to gain valuable work experience.
- A team of highly motivated people who will provide a supportive learning environment and assistance in decision-making.

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In addition to these extensive program services, WIT offers the following options to enhance your education:

PROJECT OPPORTUNITY, a division of WIT, offers a "bridge curriculum" to help students prepare for advanced training in technical fields. This pre-arranged semester consists of entry-level math, an introductory course in your major, technical applied physics (to teach terminology) and a self-investment course.

SEX & POWER workshops inform students, staff/faculty and employers about sexual harassment in the classroom and work place. Designed to be fun and enlightening, the workshop facilitator encourages open discussion and questions through impromptu skits, role playing and games. All materials are provided to participants. *Attendance is required for mentors/mentees and interns.*

WIT CIRCLES provide an opportunity for WIT students to support and encourage each other while building self-esteem. The program begins with a self-esteem workshop and continues for three weeks in group discussion format. Participants learn how to clarify their values, create a positive belief system, overcome obstacles and set goals. *All students requesting and/or receiving any financial assistance through WIT are required to attend.*

INTERNSHIPS AND FUNDING

WIT thanks the local, national and international businesses and organizations that support our efforts to improve education and gender equity through grants, training provisions and as volunteer mentors:

- | | |
|-------------------------------|--|
| • Rockwell International | • Fort Bliss |
| • TW2 Events Inc. | • International Computer Services |
| • ASARCO | • Juen & Associates; Steve Juen, Builder |
| • Big O Tires | • Madonna Leffler, Engineer |
| • City of El Paso | • Network Systems, Inc. |
| • D.J. Plastics | • Penske |
| • Ezequiel Viveros, Architect | • Tropicana Homes |
| • El Paso Fire Department | |
| • El Paso Natural Gas | |
| • Envision Technologies | |

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ADVANCED TECHNOLOGY CENTER

Noncredit areas offered at the EPCC Advanced Technology Center include the following programs. Call 594-2353 for information and tours:

AUTOMATION & CONTROL-In a world run by electricity and computers, apply your skills to solving technical problems. Earn certification as you learn about electrical circuitry and how to program systems for production.

INDUSTRIAL MAINTENANCE-Safety and repair are necessary measures for any industrial society. Through this program, you will learn skills for maintaining equipment efficiency and making equipment safe in the workplace.

PLASTICS TECHNOLOGY-El Paso produces about 30% of all plastics in the country. With this six-month program, you can learn to operate industrial equipment and determine needs for design and quality control, enabling you to seek employment in this field.

PRECISION MACHINING-Problem-solving skills and creativity can help you master this career. Learn how to work with blueprints, produce layouts, perform measurement operations and use the milling machines and lathes.

QUALITY TECHNOLOGY-The quality movement is transforming the way we work. In this program you will be introduced to the basics of quality improvement, quality control and inspection. Develop your thinking skills and solve problems in teams.

OTHER TRAINING OPPORTUNITIES

El Paso Community College also offers the following non-credit programs:

SEWING MACHINE REPAIR-For a career in the factory apparel industry, learn how to repair the machines that run the business. Learn about the numerous sewing machines used today, their unique functions and how to repair them effectively. Available at the Rio Grande Campus. Call 594-2376 for information.

MATERIALS HANDLING AND WAREHOUSE OPERATIONS-As the industrial market continues to grow in the El Paso-Juarez area, the need for skilled warehouse employees grows. Discover and master the functions associated with maintaining, organizing and achieving safety and efficiency in a company warehouse. Available at the Northwest Center. Call 877-4820 for information.

Programs may be developed and/or changed to meet local employment needs. Please contact any WIT office for more information.

If you are already in the workforce but would like to upgrade your skills or expand your training in related technological fields, El Paso Community College can help you.

THE CONTINUING EDUCATION IN TECHNOLOGY program provides a wide range of courses in new employee training and updating skills. You need not be a student at EPCC to enroll in these classes and you can earn continuing education units (CEUs). Classes are offered days, evenings and weekends to accommodate your work schedule.

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APPENDIX 9
END OF YEAR REPORT



Equity Mail

A Women in Technology Publication

Fall '96

Dear Women Students in Technology:

Women in Technology welcomes you to the fall semester! New courses, new instructors and new challenges are facing you. When you're trying to meet all the challenges and keep up with the busy pace, sometimes you need a little help to keep up with it all. That is what we are here for, to lend you a helping hand. The following support services are available to assist you in pursuing and completing your career goals:

▲ Tutoring

Now that the semester is in full swing, maybe you need some help with your Electronics, Drafting, Automotive or Environmental Technology classes. We have tutors in each of those areas to give you the information and guidance you need. Don't become frustrated and quit. There is someone who can help you through it, and help you understand the material. The best part of it all is that the tutoring is free to all WIT students!

▲ Career Exploration and Counseling

Plans for next semester? Career choices? These things can all be a lot to process without some expertise. We offer workshops to explain what the options might be and what you need to consider in your decision-making. If enough of you express an interest, we are willing to offer a workshop this semester for you. (Call Edwina, 594-2326) Knowing about advancements in technology careers and opportunities are important things to know for future plans.

▲ Mentorship (Role Models)

Sometimes the demands of family, school and work (*any or all of the above*) can be more than you can handle. Maybe you could use a friend and an advisor to get you through the semester. We have professional women with a heart who are more than willing to be your mentor. She could listen to your "blues," your frustrations with class materials, offer some help and let you know if she has had some of the same obstacles and challenges to face in her life. A sympathetic ear....

▲ Project Opportunity

Applications are presently being accepted for Project Opportunity's Spring 1997 program. Our program is composed primarily of single parents, displaced homemakers, and young pregnant women who are in their first semester of a nontraditional major at EPCC. Students attend a pre-arranged class schedule which is designed to help in their transition into the academic and technology worlds. While attending our one semester program, students can participate in our workstudy program which allows them to work eight hours per week earning minimum wage. If you, or a woman you know, is interested in our program, call Rachel at 594-2332 to discuss enrollment.

▲ EPCC Scholarships

The Office of Student Financial Services is offering students the opportunity to apply for funds made available through contributions by corporations, community organizations and individual donors for the 1996/1997 school year. Eligible students must be currently enrolled and have at least a 3.0 grade point average. Scholarship awards range from \$250 - \$1,000. Application deadline is November 15, 1996. Contact your nearest WIT office for an application and more information.

▲Next Semester and Beyond

Things to think about- What about the spring semester and the rest of your education at EPCC? We have paid internships for the WIT student with 30 credit hours or more, and a "B" average. You work nineteen hours a week at a local business, in your field, and have an opportunity to pursue a future employment endeavor because of your experience. Businesses like college students with experience! It makes them better candidates for employment. We also offer tuition assistance in an emergency situation, should you have financial problems. We can also help you with childcare arrangements if needed. Let us know how we can help you and make your time in college easier.

▲Library Loan System

Both the Valle Verde Project Opportunity and the Transmountain Women in Technology offices have a library loan system. If you are unable to purchase your core content books, please contact Nellie Mejia at 594-2333 or Hope Ordaz at 757-5073. First come, first served basis.

▲Tools

WIT Automotive students attending day time classes at the Valle Verde campus, who are in need of tools, may borrow a tool kit from the WIT Project Opportunity office. The tools may be checked out before class, but must be returned after class in order to allow more students accessibility to the tool kits. The Project Opportunity office is open Monday - Friday, 8:00 - 5:00 p.m. Room, A2419. Please call Nellie Mejia at the telephone number listed below, for more information.

It's up to you! We are here for you! We want to assist you in whatever way that we can. We would not exist without you. If you have any questions about any of the above programs, please contact us at the addresses below so that we may set up an appointment to meet with you.

Best of luck this semester!

Victoria Di Benedetto
Women in Technology
Coordinator
Transmountain Campus
Room 1532
757-5085

Rachel Ortiz
WIT Project Opportunity
Coordinator
Valle Verde Campus
Room A2419
594-2332

Edwina Vogan
Women in Technology
Program Student Advisor
Advanced Technology Center
Room 208
594-2376

Nellie Mejia
WIT Project Opportunity
Clerk
Valle Verde Campus
Room A2419
594-2333

Hope Ordaz
Women in Technology
Student Services Assistant
Transmountain Campus
Room 1520
757-5073

Romelia Ennquez
Women in Technology
Lab Aide Recruiter
Transmountain Campus
Room 1520
757-5073



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APPENDIX I O

END OF YEAR REPORT

Equity Mail



An El Paso Community College Women in Technology Publication

Spring 1997

Remarkable Remarks . . .

What, after all, is feminism? What makes a truly liberated woman? Is feminism - as a social movement - no more than a collection of individual women who want to be equal to men in a man's world? Is the real liberated woman one who does little more than say yes to careerism, safe sex and "making it" in Americas over hyped sensationalistic, commercial culture? Or is feminism about attaining equality (and) making a difference? Is it about helping the majority of women improving their lives by transforming that culture?

Suzanne Gordan

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WELFARE REFORM: DESTROYING THE SAFETY NET

by Victoria Di Benedetto

(Information obtained from National Conditions for the Homeless @ <http://nch.uci.edu/>)

H. R. 3734, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 signed into law on August 22, will "end welfare as we know it". While the legislators would have us believe that it is designed to move America's poor out of dependence and into jobs, the bill has failed to address the necessary "ingredients" of self-sufficiency: jobs that pay livable wages, affordable housing, health care, education, and child care. The elimination of AFDC, JOBS, and EA programs, in effect, tell us that those who need assistance are no longer "entitled" to it. Without proper provisions for education/training programs and child care, many will lose the opportunity to prepare for the living-wage jobs, mostly technical, that are out there, and being unable to work, will be removed from the welfare rolls.

The additional work requirements on food and nutrition program eligibility will cause a bewildering impact, resulting in the loss of food stamps for many who will become homeless as well. The only good news is that food stamp and Medicaid provisions such as waivers for cities that have unemployment rates over 10%, or for cities where insufficient jobs exist, are being considered. Whether the waivers will result in exemptions or extensions is still being decided.

The original purpose of the AFDC (Aid to Families with Dependent Children) program was to allow for poor children to be raised in their own homes by mothers who were not expected to work outside the home. That expectation has changed with the realization that most women need or want to be paid for their contributions, and the realization that the responsibility for care of the children should be shared by both parents. As society works toward these ends, it targets the welfare fraud of individuals who use the stipends to "pad their lives with laziness." The fraud has been there, no doubt, and reform is in order. Inequities abound which make the fraud, so highlighted, an exercise of tunnel-vision because the profit system is hopelessly addicted to underpaid labor on the job and women's unpaid labor at home. The corporate world, which expects a "world-class workforce" to emerge and serve its needs is a culture away from the reality of the increasing number of those in poverty especially those working, and still in poverty.

Trump Tower is a planet removed from the train tunnels under it where the homeless live today. In 1989 the world housed 157 billionaires, 2 million millionaires, but it did not house 100 million homeless at all. (Continued on back page)

A nnouncements

An all day Ropes Course, facilitated by Aaron Kravetz, will be held on February 8, 1997; open to all WIT students. Please call Hope or Nellie at 594-2333 for more information.

ROPES COURSE

The Ropes course is a series of physical challenges designed to help the participant break through false beliefs about their potential.

Each part of the course is completely safe, with the participant strapped in a harness, but it doesn't feel safe. In order to pass each part of the challenge each individual must use their own mental and physical resources. Another part of the course is designed to increase the integrity and strength of a team by challenging the team to work together to solve problems and create strategies for success.

For most, the result of participating in a Ropes Course is a significant increase in self confidence and greater willingness to do whatever it takes in order to success.

Ropes Courses are facilitated as a part of a motivational and team building training as well as a tool for breaking drug and alcohol dependency.

Ropes Courses have become very popular and can be found in practically every major city in the U.S.

EMPLOYMENT OPENING

If you are a female EPCC Women in Technology student and interested in a temporary, part-time opening as a Lab Aide Recruiter, please call Hope Ordaz at 757-5073 for more information.

DEADLINE: January 31, 1997

LAUGH! IT'S GOOD FOR YOU

Sometimes we get so involved and busy with life's challenges, problems etc. that we forget to do the smallest things in life, like - laugh. It's been said that laughter is the best medicine, while it may not be the answer, it sure can take a "load off your mind."

Here is an excerpt from the Fall '95 *Vim & Vigor* magazine that lists some ideas that take so little time and effort, and can have positive results:

Getting in Your Daily Dose of Laughter

Sure it's important to load up on fruits and vegetables, but just as vital to your health is at least one hearty laugh a day. Here's the bonus: There's no daily laugh limit. More is better. Here are a few ideas to keep a sense of levity and perspective in your life:

Remember to laugh at yourself. We are each our own best source of humor, especially when we share moments with others.

Be thankful for your problems. Life is a challenge. If it weren't for problems, most of us would be unemployed.

Reach out and fun someone. Share your joy with others; mail cartoons to friends and leave your return address off to keep them guessing.

Keep smiling. It takes more energy to frown. If someone else isn't smiling, give them yours.

Take time to laugh. Establish a time each day to share humorous insights about the kids, the job, the dog or whatever makes you laugh.

Hang around kids: *they still know how to laugh*. If you don't have kids, ask people who do to loan you theirs.

Get a perspective. Don't complain about your problems because other people's are likely worse than yours.

Get out of the ordinary. Take the scenic route, enjoy a long lunch and fly a kite. Do something you've always wanted to try.

ATTENTION: This is not a rehearsal. This is life; enjoy it now. It sure beats the alternative.

From "Ten Tips on Reducing Stress" from Jim Palmer, *Laughter Works*, Berkeley, For Dummies, California.

APPENDIX I O

CONT.

END OF YEAR REPORT

Services provided by WIT

Every semester Women in Technology is here to help you with basic services, if you need them. Going to school puts an extra strain on you and your family. We offer the following services to assist you in whatever way that we can:

Tutoring

Tutoring is available in Electronics, Drafting or Environmental Technology for those of you who might need a little help with your course material. We have tutors in these areas to give you the information and guidance you need. Most important, don't get frustrated and quit! Tutoring is FREE!

Mentors (Role Models)

Mentors are available to help you with balancing your personal life and school. Most of the mentors are working women who have been "in your shoes" and have some idea of what you may be experiencing; for example, childcare problems, money issues and studying.

Internships

When you have achieved thirty credits, and a "B" average, you may qualify for a paid internship in a career related business. This gives you work experience and the possibility of future job employment with that company if they are satisfied with your job performance.

Library Loan System

If you are unable to purchase your core content books, a library loan system is available at the Valle Verde Project Opportunity and the Transmountain WIT campuses. Please call Nellie Mejia at 594-2333 or Hope Ordaz at 757-5073.

Tools

Tools kits are available for Automotive students attending day time classes at the Valle Verde campus who are in need of tools. The tools may be checked out before class, but must be returned after class in order to allow more students accessibility to the tool kits. Please call Nellie Mejia at 594-2333 or Hope Ordaz at 757-5073.

WIT can also help you with to discuss any questions, including tuition and transportation assistance. Call Edwina Vogan at 594-2376 for an appointment or drop by the Advanced Technology Center at the Valle Verde campus.

El Paso County Community College District does not discriminate on the basis of race, color, national origin, religion, gender, age or disability.

Preparing for the future

by Edwina Vogan

For most of you, the decision to specialize in one field of training or another has already been made, whether it be electronics, drafting or plastics technology. But it is not a time to give a "sigh of relief" - it's only the beginning of a life-long process. Choosing a career may be the easiest part of that process. Yes, *maybe that was not easy either!*

Let's say that you have chosen your field and it is your first or second semester at EPCC. Did you? 1) find out the skills necessary or required for your career; 2) consider whether there are good employment opportunities in El Paso; 3) think whether this is a career you can/will do the rest of your life?

Yes, these are questions you should consider before making your final decision on a career direction. The job market is constantly changing and many job opportunities are available, but at the same time the market is unpredictable. With globalization and increasingly competitive job atmosphere, you need a good foundation on which to continue your pursuit in the work world.

According to the 1994 *America's Top Technical and Trade Jobs* "... most people will also change their career ... three or more times during their working lives." That sounds scary, doesn't it? But you can always find opportunity in difficult circumstances. If you need more time and resources to think with, the college has a good job resource that you may use in your free time. It is called the Career Planning Center and is located on the 2nd floor of the Student Services Center. The hours are Monday through Thursday, 8 a.m. - 5 p.m., Friday 8 a.m. to 12 p.m. or by appointment on Friday until 4 p.m. One service they give is a self-assessment test that can help you identify your interests, abilities and values. These are all important to consider when you have a work life of twenty, thirty or forty years ahead of you. As one of the instructors said in our last career workshop - "Remember, choose a field that you like and enjoy because you're going to have to get up every day and do it."

The center has information on the most current employment opportunities, salaries and related occupations. Maybe you're thinking about a Bachelors' or Masters' degree - for example, with the drafting training, you could go on to a degree in engineering or architecture. The center has a variety of information on college admission requirements and information on scholarships or other money to fund your continued education.

Women in Technology will help you in thinking and planning your career. You can schedule an appointment with the Program Student Advisor to talk about your concerns, or to schedule an appointment with the Career Planning Center. We have career source books in the office that you may come by and use. You are more than welcome. Remember that it's your future and you can get help in planning it. Don't let the process confuse you. If you have any questions, please don't hesitate to call Edwina Vogan at 594-2376.

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APPENDIX I O

CONT.

END OF YEAR REPORT

Student Intern ISA SWAIT lands full-time job*by Edwina Vogan*

When asked about how she felt about her future, she replied "I have been given a good start in life." Before, I didn't have job marketable skills." "Women in Technology has given me moral support and career advice as well as a job tutoring electronics." "It's probably the reason that I got the job." "During the job interview I felt I had the advantage over other candidates because of my tutoring experience." "I don't think I h would have gotten the job otherwise."

Isa encourages women to go into technical fields because of the financial rewards. She said, "The field of electronics is male dominated, but that shouldn't stop any women from pursuing that career." "Women and men, many times, have the same educational background." She says, "So don't be intimidated. You can succeed." In her classes, she noted "that women excelled in the classes." Also, she said her instructors "were very supportive."

The main motivation to complete her training was "financial." "I wanted a better job. The electronics program wasn't difficult. I enjoyed the program."

Happy New Year!

by RoJean Starke

The staff of Project WIN (Women in Nontraditional Careers) wishes you a healthy and happy 1997. If you are interested in any of the non-credit programs offered at EPCC please call on us. These programs include:

- ▲ Quality Control
- ▲ Forklift Operations
- ▲ Materials Handling and Warehouse Operation
- ▲ Industrial Maintenance
- ▲ Precision Machining
- ▲ Plastics
- ▲ Sewing Machine Mechanics
- ▲ Electrical Journeyman

These full-time, intensive training programs are offered at the Advanced Technology Center of the Valle Verde campus and prepare you for entry-level positions in industry. Starting dates vary for each program, so pick up a Continuing Education schedule at any of the EPCC campuses or stop by our office in Building 2, Room 208 of the ATC. If you qualify, we may be able to assist you with your tuition, books, materials, transportation, and child care. We strive to enhance your educational opportunities with student support services and encourage women to pursue nontraditional careers and education. Please call on us to help you succeed!

RoJean Starke, Program Student Advisor, 594-3145

Anna Ramirez, Program Clerk, 594-2377.

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WELFARE REFORM - Continued from P. 1

In the United States Americans spend \$5 billion a year to lower their calorie consumption while 400 million people around the world are starving to death and we hoard grain in barns to use as political power. Are we still a part of civilized society when our competitive system ruthlessly ignores the helpless or those willing but unable to "get a grip?"

The "handwriting on the wall" is that each of us must do what we can to either preserve and/or take advantage of the programs that are out there which still bridge people into self-sufficiency. WIT has provided training/education for women entering nontraditional fields for the past eight years. As things stand now, this program and many others nationwide get their funding from the Carl Perkins Act, which targets a specific amount --\$100 million in 1996-- for single-parent and displaced-homemakers. The idea behind block grants is to get rid of this "set-aside" type of spending and give states the freedom to dole out money as they see fit, -- leaving women to compete with many other popular programs for children.

WHAT CAN YOU DO? CALL THE U.S. HOUSE AND SENATE SWITCHBOARD (202) 225-3121 OR (202) 224-3121, ask for your senators (Phil Gramm and Kay Bailey Hutchison) and congressperson (Mr. Sylvestre Reyes) and let them know how you feel. Yes, it's a long distance call, but they answer on weekends and it's a small cost for insuring the future for your sisters, daughters and those women who come after you. SHARING YOUR SPARK is the only way to LIGHT THE FUTURE!

The following WIT staff is available to answer any questions you may have.

Victoria Di Benedetto
Women in Technology
Coordinator
Transmountain Campus
Room 1532
757-5085

Rachel Ortiz
WIT Project Opportunity
Coordinator
Valle Verde Campus
Room A2419
594-2332

Edwina Vogan
Women in Technology
Program Student Advisor
ATC/VV
Room 208
594-2376

RoJean Starke
Women in Technology
Vocational Guidance Assistant
ATC/VV
Room 208
-594-3145

Nellie Mejia
WIT Project Opportunity
Clerk
Valle Verde Campus
Room A2419
594-2333

Hope Ordaz
Women in Technology
Student Services Assistant
Transmountain Campus
Room 1520
757-5073

Anna Ramirez
Women in Technology
Clerk
ATC/VV
Room 208
594-2377

Romelia Enriquez
Women in Technology
Lab Aide Recruiter
Transmountain Campus
Room 1520
757-5073



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El Paso, Tx 79998-0500

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APPENDIX I I

END OF YEAR REPORT

ATTENTION

WIT Students

YOU ARE CORDIALLY INVITED TO ATTEND THE

ROPES COURSE

Self Confidence Workshop

February 8, 1997

9:00 a.m. To 5:00 p.m.

Site is located at Santa Teresa Hospital

Transportation will be provided!

FIRST COME, FIRST SERVED

Contact:

Nellie Mejia at 594-2333
To reserve your invitation

FREE!

ATTENTION

WIT Students

YOU ARE CORDIALLY INVITED TO ATTEND THE

"ROPES COURSE"

Self Confidence Workshop

November 9, 1996

All Day

Site is located at Mesilla Valley Hospital

- ▲ Transportation will be provided!
- ▲ FIRST COME, FIRST SERVED

Contact:
Nellie Mejia at 594-2333
To reserve your invitation

ATTENTION

APPENDIX 13

END OF YEAR REPORT

1996 - 1997 WIT ACTIVITIES

PRESENTATIONS

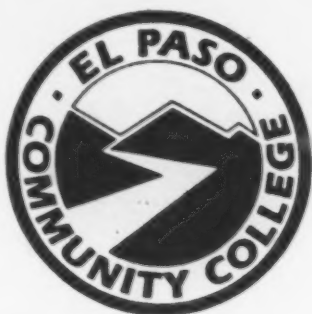
DOATE	DESCRIPTION	DURATIO	ATTENDA	PARTICIPAN
07/01/96	President's Bag Lunch	0.25	50	VDB
07/11/96	Transitional Living Center	1.00	15	RO
07/12/96	Department Human Services	1.00	22	RO
07/20/96	EP Coalition or Homeless/Progress Com.	0.15	12	VDB
07/31/96	Project Opportunity Orientation	0.50	15	VDB
08/06/96	Project Redirection	1.50	10	RO
08/12/96	EPCC Board of Trustees/Grant	0.25	60	VDB, JMC
08/14/96	Mentorship Task Force	1.00	8	EV
08/22/96	ACE Service Learning/Faculty Development	1.00	30	VDB
08/22/96	Gender Studies Survey	1.00	10	RO
09/07/96	El Paso Coalition Homeless/Progress CMTE	2.00	12	VDB
09/11/96	Sex & Power Workshop	2.00	20	EV
09/18/96	Reception-Mentors & Mentees	2.00	10	EV/RO
09/23/96	El Paso Coalition Homeless/Progress CMTE	2.00	12	VDB
09/24/96	El Paso Coalition Homeless/MBR MTG	2.00	40	VDB
09/24/96	Sunset High School Career Day	1.00	30	RO/RE
09/24/96	Sunset High School Career Day	1.00	40	RO/RE
09/25/96	Medivation Workshop	1.00	12	AK/EV
09/27/96	University ILL Researchers	1.50	2	VDB
09/27/96	WIT Advisory Board Meeting	2.50	17	Staff
10/02/96	Self Investment Class	2.00	12	VDB
10/09/96	Self Investment Class	2.00	11	EV
10/15/96	EPCC BASK Class	1.00	25	EV
10/16/96	Self Investment Class	2.00	12	VDB
10/18/96	El Paso Coalition for Homeless BRD MTG	2.00	5	VDB
10/18/96	Sex & Power Workshop	2.00	18	EV
10/30/96	Self Investment Class	2.00	12	VDB
11/06/96	Self Investment Class	2.00	12	EV
11/09/96	ROPE Course Activity	8.00	15	Staff
11/13/96	Self Investment Class	2.00	12	VDB
11/15/96	EPCC/Advanced Technology Center	0.50	29	VDB
11/15/96	EPCC/Advanced Technology Center	0.50	28	VDB
11/20/96	Self Investment Class	2.00	12	EV
11/21/96	EPCC BASK Class	1.00	19	VDB/RE
11/22/96	El Paso Coalition for Homeless BRD MTG	2.00	3	VDB
12/04/96	Self Investment Class	2.00	12	EV
12/10/96	El Paso Coalition for Homeless MBR MTG	1.00	35	VDB
12/13/96	El Paso Coalition for Homeless BRD MTG	0.50	9	VDB
01/11/97	EP Coalition for Homeless/Progress Mtg	2.00	12	VDB
01/29/97	Motivational/Self Esteem Workshop	2.00	14	EV

PRESENTATIONS

01/30/97	THECB Site Visit	1.00	1	VDB
02/05/97	Missouri Street Residence/Committee Mtg	2.00	2	VDB
02/08/97	Ropes Course Workshop	7.00	9	Staff
02/18/97	Self Esteem Workshop	2.00	10	EV
03/19/97	Conflict Resolution Workshop	2.00	12	EV
03/19/97	AAWCC Meeting & Presentation	2.00	31	VDB
03/20/97	Photograph Contest Awards Ceremony	1.00	50	Staff
03/25/97	EP Coalition for Homeless/Membership Mtg	0.25	32	VDB
04/02/97	Gender Roles Leadership	2.00	15	EV
04/03/97	NLP In the Classroom Workshop	2.00	35	AK
04/08/97	Texas Workforce Commission	1.00	11	EV
04/09/97	SISD/Cornerstone Presentation	0.50	40	RO
04/10/97	Building Trade Workshop	6.00	5	ST
04/10/97	Texas Workforce Commission	1.00	20	EV
04/10/97	NLP in the Classroom Workshop	2.00	38	AK
04/11/97	Sexual Harassment Workshop	1.00	5	EV
04/11/97	Building Trade Workshop	6.00	5	ST
04/12/97	Missouri Street Residence	1.00	2	VDB
04/14/97	Santa Teresa High School	0.50	18	RO
04/24/97	"Take Daughters To Work"	0.50	70	EV,RO
04/24/97	"Take Daughters To Work"	3.00	2	VDB,EO
04/30/97	Sexual Harassment Workshop	2.00	6	EV
05/01/97	Sexual Harassment Workshop	1.00	15	EV
05/01/97	Building Trades Workshop	6.00	18	ST
05/02/97	Building Trades Workshop	6.00	15	ST
05/09/97	Grant Workshop	0.50	50	VDB
05/15/97	WIT Project Opportunity Commencement	2.00	60	Staff
06/15/97	Women's Bureau Live Teleconference	2.00	10	Staff
06/27/97	Sexual Harassment Workshop	1.00	10	EV, VDB
07/25/97	VOLAR Group	1.00	51	VDB

DURATION TOTAL: 126.50

ATTENDANCE TOTAL: 1,411



This workshop is being
sponsored by
The Women in
Technology Program at
El Paso
Community College.
To reserve your space at
this FREE workshop,
please call
594-2332

77

Unleashing Genius NLP in the Classroom



Aaron Kravetz
NLP Trainer

78

**Proven, easy techniques
you can use
to help your students
learn more, earn more,
and take quantum leaps
to career and
Academic Success.**

WHAT IS IT?

Neuro-Linguistic Programming (NLP) is a precise set of powerful communications techniques enabling teachers to quickly establish and maintain rapport and present lessons in a format that stimulates all learning styles.

WHO SHOULD ATTEND?

Anyone interested in increasing interpersonal and presentation skills to enhance relationships and professional development.

Science Digest stated that "N.L.P. may be the most important synthesis of information in the 20th century".

N.L.P. represents the most potent communication, self-actualization, and teaching technologies available in the world today.

UNLEASHING GENIUS INCLUDES:

- Effective classroom management strategies
- Influencing skills
- Understanding and using body language
- How to create rapport
- Accelerated learning strategies
- How to run your nervous system to create emotional choice in any context.



- An **ATTITUDE** of outrageous expectation of success.
- The ability to **TAKE** massive, focused, integrated **ACTION NOW**.
- The ability to identify and **REPEAT** proven success methods until they are an automatic habit.
- The ability to positively impact the lives of others and teach them to **DUPLICATE SUCCESS**.

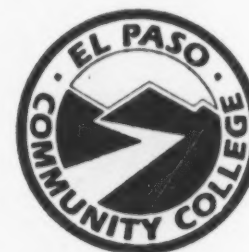
When

April 3rd and 10th
12:00 - 2:00

Where

EPCC Valle Verde Campus
President's Office
Conference Rooms B & C

The workshop will be conducted by Aaron Kravetz. Mr. Kravetz is a Certified Trainer and Master Practitioner of N.L.P., certified personally by Richard Bandler and the Society of Neuro-Linguistic Programming.



El Paso County Community College does not discriminate on the basis of race, color, national origin, religion, gender, age or disability.

APPENDIX 15

END OF YEAR REPORT

WIT/PROJECT OPPORTUNITY
ADVISORY BOARD MEETING
September 27, 1996
MINUTES

The Advisory Board Meeting for the 1996-1997 grant year was held on Friday, September 27, 1996 at 9:00 a.m. in room A1307 at the El Paso Community College Transmountain Campus.

IN ATTENDANCE

Gary Golucke, The Academy of Science and Technology
Sharon Conroy for Celia Grant, Center for Career and Technology Education
Debra Koch, Rockwell International
Louise Perkins, Upper Rio Grande Private Industry Council
Carmen Wright, Texas Department of Human Services
Luz Estrada, Texas Workforce Commission
Tita Yanar, UTEP Upward Bound Program
Robbie Farley-Villalobos, El Paso Herald Post
Linda Luehrs-Wolfe, Health, Public Service and Technology Division Chair
Lynn Slater, Occupational Education Division Chair
Al Lawrence, Carl Perkins Administrator
Joan McCollister, EPCC Special Programs Director
Victoria Di Benedetto, EPCC Women in Technology
Rachel Ortiz, EPCC WIT Project Opportunity
Edwina Vogan, EPCC Women in Technology
Hope Ordaz, EPCC Women in Technology
Nellie Mejia, EPCC WIT Project Opportunity

I. WELCOME

Victoria Di Benedetto welcomed everyone. She asked new members to introduce themselves: Debra Koch/Rockwell International, Robbie Farley-Villalobos/El Paso Herald Post and Sharon Conroy (Representing Celia Grant/Center for Career and Technology Education).

Joan McCollister conveyed the appreciation of Dr. Roberto Reyes, Vice President Instruction & Student Services and Dr. Ramon Dominguez, Associate Vice President Student Services, to the board members for their dedicated participation.

II. REPORTS

VICTORIA DI BENEDETTO

Discussed the End of Year report and the activities that took place during 95-96 and noted the following items:

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AL LAWRENCE

- ◆ Commented that at one time this initiative was pursued, but it was put on the back burner. Dr. Dominguez and Dr. Reyes are working together on coordinating just such a system.

VICTORIA DI BENEDETTO

- ◆ Announced that the Unsung Heroine's Event will be postponed this year. WIT, however, will sponsor the Unsung Heroine's Calendar. She also noted that the program will be co-sponsoring a Film Festival in March for National Women's History Month.
- ◆ Said that the Women's Resource Center of El Paso, Inc., was awarded a grant to provide the community members an opportunity to discuss community issues of concern. The meetings will begin on Wednesday, September 23, 1996 at the Transmountain Campus Room 1805, from 1-3 p.m., co-sponsored by Women in Technology.
- ◆ Noted that, the Occupational Opportunity Center for the Homeless and Women in Technology are sponsoring a Winter Fashion Show for large women. Women seamstresses will accept material, pattern and a \$15 donation from anyone interested in having an item made which will be showcased as part of the event.

RACHEL ORTIZ

- ◆ Mentioned that the End of Year report for Project Opportunity will be mailed out to the Advisory Board members since none were available at the time of the meeting.
- ◆ Presented her report which included:

The purpose of Project Opportunity: to target the population of women who have not been in college for quite some time and need to upgrade their skills in a nontraditional field.

The curriculum: Mr. Busalacchi, Instructor for the Technical Applied Physics non-credit class, conducts "hands on" physics experiments with the students to alleviate their apprehension and introduce them to the practicality of the sciences. The Self-Investment class is the core of Project Opportunity designed to increase confidence and self-esteem.

The Vocational Industrial Clubs of America (VICA): to prepare women for the workforce; employers are looking for persons who are able to work as team members within a diverse population.

APPENDIX 15

CONT.

END OF YEAR REPORT

Project Opportunity students become VICA members, elect officers, and schedule three activities per semester: 1) a dinner at the Occupational Opportunity Center for the homeless 2) a bake sale with the proceeds to buy shoes for underprivileged children who are students in the Folklorico Dance Group 3) on October 26* "Make a Difference Day," a national annual event, students make candied baskets for children at a foster home.

The work study program: allows students to work at minimum wage up to eight hours per week and get paid on a monthly basis, this does not effect the benefits of students on AFSC or food stamps. Work study students totaled seven students per semester for the 1996-1997 grant year, utilizing eight locations, including the Academy of Science and Technology and Center for Career and Technology Education.

Eligibility: Thirty-seven students filled out applications; of these, 20 students were eligible, 17 attended a new student orientation and 14 showed up on the first day of class. Students are not rejected for this program. It's a step by step process that all students have to go through. Women who finish the process are selected to participate in the program each semester; no student is ever turned down.

The Self-Investment class: is taught 6 hours per week, for 2 hours, Monday and Wednesday, and for 2 hours at the ATC using the Invest Computer Learning Center which contains lessons on topics such as: problem solving, conflict resolution, leadership, time management, decision making and self-management. These lessons parallel the Self-Investment curriculum. An advantage of the Invest system is the report system which measures advancement on a per student basis.

Edwina Vogen, Women in Technology Program Student Advisor, conducts workshops on Sex & Power (Sexual Harassment), Conflict Resolution and Self-Esteem and Gender Roles and Leadership, which are integrated into the Self-Investment class curriculum.

Rachel thanked Gary and Celia for allowing them to have a Project Opportunity Work study at their locations, and she thanked Robbie for advertising the program in the El Paso Herald Post. After the ad, quite a few calls were received for the program. She also thanked Linda for keeping some classes open for our drafting students when the computer system was down during registration.

EDWINA VOGAN

Explained the Mentorship program: a tier-style reinforcement system, where Project Opportunity graduates mentor Project Opportunity students.

AL LAWRENCE

- ◆ Commented that at one time this initiative was pursued, but it was put on the back burner. Dr. Dominguez and Dr. Reyes are working together on coordinating just such a system.

VICTORIA DI BENEDETTO

- ◆ Announced that the Unsung Heroine's Event will be postponed this year. WTT, however, will sponsor the Unsung Heroine's Calendar. She also noted that the program will be co-sponsoring a Film Festival in March for National Women's History Month.
- ◆ Said that the Women's Resource Center of El Paso, Inc., was awarded a grant to provide the community members an opportunity to discuss community issues of concern. The meetings will begin on Wednesday, September 23, 1996 at the Transmountain Campus Room 1805, from 1-3 p.m., co-sponsored by Women in Technology.
- ◆ Noted that, the Occupational Opportunity Center for the Homeless and Women in Technology are sponsoring a Winter Fashion Show for large women. Women seamstresses will accept material, pattern and a \$15 donation from anyone interested in having an item made which will be showcased as part of the event.

RACHEL ORTIZ

- ◆ Mentioned that the End of Year report for Project Opportunity will be mailed out to the Advisory Board members since none were available at the time of the meeting.
- ◆ Presented her report which included:

The purpose of Project Opportunity: to target the population of women who have not been in college for quite some time and need to upgrade their skills in a nontraditional field.

The curriculum: Mr. Busalacchi, Instructor for the Technical Applied Physics non-credit class, conducts "hands on" physics experiments with the students to alleviate their apprehension and introduce them to the practicality of the sciences. The Self-Investment class is the core of Project Opportunity designed to increase confidence and self-esteem.

The Vocational Industrial Clubs of America (VICA): to prepare women for the workforce; employers are looking for persons who are able to work as team members within a diverse population.

APPENDIX 15

CONT.

END OF YEAR REPORT

- ◆ Due to a cut in CP funding, the WIT Specialist position, with its extensive activities, has been eliminated. WIT will, however, participate in the annual Furr's Generation 2000 Fair
- ◆ Terry Wyatt, TW2 Events, (previously on Board) donates \$500 dollars per semester for student/staff activities that are not funded by Carl Perkins. This fills a much needed gap and WIT is grateful for this ongoing donation.
- ◆ A copy was distributed of the EPCC News Dimensions newsletter. It presented Joan McCollister, Director of Special Programs, accepting a check for \$5,000 presented by Debra Koch from Rockwell. Rockwell has donated to the WIT scholarship program over the past four years.

LUZ ESTRADA

- ◆ Discussed a One-Stop Career Center for El Paso, which is comprised of several community agencies: Texas Workforce Commission, Private Industry Council, Ysleta Independent School and El Paso Community College. This new system is being designed to allow applicants to be able to receive services at one off campus location.
- ◆ Said that PIC is anticipating moving into the old VA Building on Brookhollow, however, the RFP has been submitted and is still in the planning stages.
- ◆ Noted that the Texas Workforce Commission is working in a new computerized system on job placement with different job developers from different agencies. They are also working on linkages to Alpine, Van Horn and Ft. Hancock, however capabilities are not here yet, but they are still working on the process.

VICTORIA DI BENEDETTO

- ◆ Asked for suggestions on ways to track students who are employed in their declared field. Sharon Conroy suggested having students fill out a self-addressed form and have them mail it back. Louise Perkins also suggested getting back-up telephone numbers in the initial interview for later use.

LUZ ESTRADA

- ◆ Noted that the capability of tracking applicants through job titles is available in some computer software, but the Texas Workforce Commission has not yet experimented with it.

and women in industry mentor WIT students. Mentors are women that are successful in their careers in a nontraditional occupation. She asked the board for contacts, friends or associates, who would be interested in mentoring. Fourteen mentors who are employed role models, and fourteen students from Project Opportunity (bridge curriculum) were matched for the fall semester. Each mentor was asked to call their students twice a month. Mentors were asked to return self-addressed postcards for documentation to verify monthly contacts with students.

Explained the Internship program and asked the Board for referrals of employers.

Talked about the tutoring program: WIT tutors are now on staff of drafting, electronics, and environmental technology, the need for tutors in other areas is being investigated.

VICTORIA DI BENEDETTO

Thanked the Advisory Board members for their assistance and dedication.

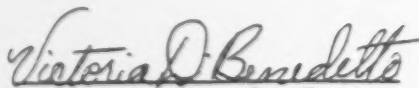
Noted that Women in Technology was recognized as one of the ten outstanding programs listed in the National Council on Occupational Education (NCOE) 1996 Diversity manual.

III. CONCLUSION

VICTORIA DI BENEDETTO

Two spots are open to any of the Board members who are interested in attending the "Ropes Course" on Saturday, October 12th from 8:00 a.m. to 5:00 p.m. Special thanks was given to TW2 and Debra Koch of Rockwell for their grants and dedication to the program. She asked members to feel free to offer any insight into our program and noted that WIT staff members calls on board members for advice and assistance throughout the year. The next Board meeting will be in Spring 1997. The meeting was adjourned at 10:45 a.m.

Minutes submitted by:


Victoria Di Benedetto, Coordinator

APPENDIX 16

END OF YEAR REPORT

WIT EQUITY AND OPPORTUNITY PROGRAM
ADVISORY BOARD MEETING
JULY 29, 1997

Luz Estrada, Texas Workforce Commission
Oscar Sotelo, Housing Authority of El Paso
Louis Perkins, Upper Rio Grande Private Industry Council
Mark Walder, Boeing North American
Tony Cassagnol, YWCA Transitional Living Center
Kimberly Walsh, Women's Resource Center, UTEP
Maria Wilson, YWCA Project Redirection
Freda Thompson, Department of Human Services
Hope Ordaz, WIT Student Service Assistant
Rachel Ortiz, Opportunity Program Coordinator
Rojean Starke, Program Student Advisor
Victoria Di Benedetto, WIT Program Director
Joan McCollister, EPCC Special Programs Director
Edwina Vogan, WIT Program Student Advisor
Ana Piña, WIT Clerk

Welcome

Ms. Victoria Di Benedetto welcomed all advisory board members and introduce the WIT team. She pointed out that the program has now a new name, WIT Equity and Opportunity Program. The program has been centralized at the Valle Verde Campus with a satellite office at the Transmountain Campus.

Ms. Rachel Ortiz provided a summary of the Project Opportunity Program grant year, she asserted that eleven students completed the Fall program and seven the Spring program. She gave a special thanks to Ms. Terry Wyatt for serving as the guest speaker for the Spring semester commencement ceremony. She went over the following changes:

- The program is now called the Opportunity Program.
- Still targets single parents and displaced homemakers, and single pregnant women, but now also includes men.
- The new format includes all vocational occupational training majors at the College. A total of 58 programs titles, both degree and certificate programs.
- The Technical Applied Physics class has been deleted. An English class will be optional for students wishing to take another class or needing to fulfill Department of Human Services requirements.
- New student orientation for the Fall program will be held Thursday July 31st.

Ms. Edwina Vogan explained the Internship and Mentorship programs. She stated that she needed contacts for the mentorship taskforce, primarily females in non-traditional areas. She announced a Career Exploration Workshop for Wednesday, July 30, 1997.

Ms. RoJean Starke talked about the TEA 8% grant. Three students graduated this month. The Cornerstone program is a 72 hour training on construction. Ms. Starke explained that some of the students who completed the program are planning to start their own business.

Mr. Oscar Sotelo suggested that the Cornerstone class be offered in Spanish, or be bilingual given the amount of people interested in the program who don't speak English. He also recommended the creation of a retirement community database to reach out for mentors.

Ms. Hope Ordaz gave an overview of her duties which include full program support and budget reconciliation. She asserted that her main objective at present, was the compilation of the End of the Year Report.

Ms. Di Benedetto listed some of the activities which took place during this year such as: The Women's Festival in March, Generation 2000, and two workshops by the recognized speaker, Sheila Tobias. She also asked the Board to refer mentors to the program. The program is also looking for companies willing to provide internships.

Ms. Kimberly Walsh invited the members to participate in a conference called Expand Your Horizons which targets 7th and 8th grade girls. She asked all present to let her know if any one was interested in joining the planning committee.

Ms. Edwina Vogan mentioned that the mentor commitment was not a major one: two calls per month to the students, and attending a meeting.

Mr. Mark Walder volunteered to take information regarding the mentorship program back to Boeing North American. He advised the board that there are entry level positions available in this company, and that training is available.

Ms. Di Benedetto asked Mr. Walder how much a student would earn in an entry position with an Associates Degree in Electronics. Mr. Walder responded that it would be between \$7.00 and \$9.00 per hour. She also asked those present to comment on the length of time individuals on welfare (Temporary Aid to Needy Families) have to access vocational education. Ms. Freda Thompson asserted that only 20% of the working population, which means only 5% of the total number under TANF.

Adjournment

Victoria Di Benedetto asked the board to provide her with names of individuals as prospective guests to be interviewed on the Women's Worth television show. She thanked everybody for attending. The next meeting is scheduled for November 5, 1997

APPENDIX 17

END OF YEAR REPORT

1996 - 1997 WIT ACTIVITIES

EXHIBITS

ODATE	DESCRIPTION	DURATIO	ATTENDA	PARTICIPAN
01/31/97	Montana Vista School Career Day	2.00	30	NH
02/15/97	Smithsonian/Women History Month Display	720.00		Posters
03/02/97	Women's Film Festival/Pres & Exhibit	4.00	75	DO
03/09/97	Women's Film Festival/Pres & Exhibit	4.00	50	DO
04/04/97	Generation 2000	8.00	100	EO/NH/DO
04/05/97	Generation 2000	2.00	450	EO/NH/DO
04/06/97	Generation 2000	8.00	475	EO/NH/DO
05/10/97	Project Redirection	5.00	75	DO
06/16/97	El Paso Job Corps	3.00	250	EO
07/14/97	State Community Agency Fair	6.00	75	EO

DURATION TOTAL: 762 HOURS

ATTENDANCE TOTAL: 1,580

WOMEN IN TECHNOLOGY INVITES STUDENTS IN THE NON-TRADITIONAL FIELDS OF
AUTOMOTIVE TECHNOLOGY, DRAFTING, & ELECTRONICS TO

A CAREER DISCUSSION

(bring your own lunch, we'll provide the soda)

TUESDAY, APRIL 22, 12-1 PM

*Hear about the technical skills needed for the field you chose. Please come
and listen to the following instructors:*

Dr. Maureen Henry - Division Chair, Math & Science

Francisco Escobar - Drafting Instructor

Jon Nelson - Automotive Technology Instructor

The New Classroom Building - ROOM 241

Valle Verde Campus

Ask questions - Find out more

For more information: Edwina Vogan, WIT - 594-2376

Women In Technology invites you:

A LUNCHTIME CAREER DISCUSSION

TUESDAY, MARCH 18TH, 12-1PM

Please come and hear their career experiences. Find out about the skills needed for the workforce.

Fran McCarty - DJ Plastics
Gloria Espinosa - The Eureka Company
Patricia Stephens - Gail Darling Staffing

Refreshments Provided

Building #1 - The Advanced Technology Center Conference Room

Valle Verde Campus

For more information: Edwina Vogan, Women In Technology 594-2376



**ARE YOU A
NON-TRADITIONAL
WOMAN
LOOKING FOR A
NON-TRADITIONAL
CAREER?**

WOMEN IN TECHNOLOGY/WOMEN IN NON-TRADITIONAL CAREERS/ AND
PROJECT OPPORTUNITY INVITE YOU TO ATTEND A FREE ONE-DAY

**CAREER EXPLORATION WORKSHOP IN
NON-TRADITIONAL FIELDS**

FRIDAY, NOVEMBER 22, 1996

8:30am - 12 noon
Advanced Technology Center,
Valle Verde Campus

Career/Job Outlook from EPCC Instructors and
Program Staff

12 noon - 1:00 Lunch provided

1pm - 5pm
Advanced Technology Center Tour



El Paso Community College

For More Information Call:

RoJean Starke, Women in Non-Traditional Careers 594-3145

Rachel Ortiz, Project Opportunity Coordinator 594-2332

Edwina Vogan, Women in Technology 594-2376



El Paso Community College does not discriminate on
the basis of race, color, national origin, religion,
gender, age, or disability.

APPENDIX 2 I
END OF YEAR REPORT



Want to know more about Career Options?
Career Exploration Workshop
for
**All Vocational,
Project Opportunity,
or
Non-Traditional Students**

Wednesday, July 30th
9:00 A.M.-12 P.M.
Room A1130
1st Floor - Humanities Building

To register & more information contact
Nellie Mejia or Ana Piña at 594-2333 or 594-2334

Sponsored by : WIT Equity and Opportunity Program

El Paso County Community College does not discriminate on the basis of race, color, national origin, gender, age or disability.

WIT EQUITY AND OPPORTUNITY PROGRAM
INTAKE FORM

DATE: ___/___/___
Phone ☐ Office Visit ☐

PART I

1. Name: _____
Last First Middle Initial
2. Address: _____
Street City State Zip
3. Phone: () _____ Bus. Phone () _____
4. Social Security: ____ - ____ - ____ Currently enrolled? ☐ Yes ☐ No
5. Declared Major or Training Program: _____
6. Circle level of education completed: Grade: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
HS Diploma ☐ GED ☐ College credits or degree ☐

PART II

7. Source of Referral: _____
8. Employed? ☐ Yes ☐ No If yes, where? _____ Schedule: _____
9. REFERRED TO:

EPCC for:
☐ Admission
☐ Testing
☐ Financial Aid
☐ Academic Advising
☐ Job Placement/Co-op Ed.
☐ Counseling Services
☐ RAP, PASS, or Math Lab

WIT Student Advisor for:
☐ Mentorship Program
☐ Internship
☐ Technical Content Tutor
☐ Childcare
☐ Transportation Needs
☐ Career Exploration/Advising
☐ Other: _____

Other WIT Services
☐ Opportunity Program
☐ 8% Program (PIC)
☐ Rockwell Grant
☐ Housing Referral
☐ Other: _____

ACTION NOTES: _____

Follow up appointment with: _____ Date: _____
Intake assessment by: _____ Date: _____

APPENDIX 23

END OF YEAR REPORT

NORTHEAST



Leonel Morrey / El Paso Times

Students at summer science class built a radio power pack Monday at El Paso Community College's Transmountain campus. Instructor Marshall Dean, center, supervised Wainwright Elementary students Leslie Barraza, left, and Edith Segundo.

Electronics class excites summer students

By Daniel Perez
Northeast Bureau

Marshall Dean is a gardener of sorts, a man who is trying to plant a "school-is-fun" seed in the minds of a group of Northeast El Paso youngsters.

The 14 Wainwright Elementary School students enrolled in his Junior Electronics program at the El Paso Community College Northeast Campus seem like fertile soil for the message.

"We want the kids to like knowledge and to go on to college," Dean said. "Hopefully (the class) will inspire them to make something of themselves. It'll give them a head start."

Based in an electronics classroom, students learn how to make interesting gadgets work. Projects include building small microphones—or bugs—and receivers, multi-key organs and a power pack to supply the electricity.

Young electronics whiz Joe Segura has had his share of laughs from a mini-burglar alarm he built during the class, which started June 9. The alarm, which connects a pad to a buzzer, can be set under a throw rug. When someone tries to take his stuff the alarm will go off.

"It scared my mom," he said.

The students, many of whom

will enter fifth grade next fall, were selected because education gets tougher at this level and children need support to stay in school, said Lynn Slater, chairman of the Transmountain campus' occupational education division.

The college works with Wainwright during the school year. This is the third year the college has offered the program and the second that Dean, a tenured electronics instructor, has taken on the responsibility without salary.

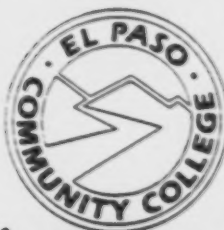
Dean, who the children seem to adore, runs a loose ship. Classes run from 9 a.m. to noon Monday, Wednesday and Fri-

day through Aug. 1.

About 45 minutes is set aside for breaks and play time in between the lecture and lab so the students don't have to be full-time technology geeks. Fridays are usually used to catch up on projects or for field trips.

"We don't want to be too rigid here," he said. "The idea is to make learning fun."

More than half the class is made up of girls. Their materials are paid for by the college's Women in Technology program, which tries to entice women into nontraditional jobs, Victoria Di Benedetto, program director, said.



CORNERSTONE PROJECT

A
WOMEN IN TECHNOLOGY
SPECIAL PROJECT



FOR MORE INFORMATION OR REGISTRATION PLEASE CONTACT

MS. EDWINA VOGAN AT 594-2376
OR
MS. ROVEAN STARKE AT 594-3145.

EL PASO COUNTY COMMUNITY COLLEGE DISTRICT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN,
RELIGION, GENDER, AGE OR DISABILITY.

APPENDIX 24

CONT.

END OF YEAR REPORT



CORNERSTONE PROJECT



THE CORNERSTONE PROJECT WAS DEVELOPED AS A SHORT TRAINING OPPORTUNITY IN RESIDENTIAL CONSTRUCTION FOR WOMEN WHO WANT TO WORK IN A NONTRADITIONAL FIELD. THE TRAINING INCLUDES A 2-DAY ORIENTATION WORKSHOP ON THE BUILDING TRADES, 43 HOURS OF INTENSIVE CLASSROOM LEARNING ACTIVITIES AND 17 HOURS OF APPLIED LABORATORY HANDS-ON EXPERIENCE, A TOTAL OF 72 HOURS.

THIS PROGRAM HAS BEEN SPECIFICALLY DESIGNED TO ACQUAINT EACH PARTICIPANT WITH THE TOOLS, TERMS, AND METHODS USED IN THE FIELD OF CONSTRUCTION FOR ENTRY LEVEL EMPLOYMENT.

CLASSROOM ACTIVITIES WILL BE PRESENTED IN LECTURES, AND DISCUSSION FORMATS. SUBJECTS CONTAINED IN THIS COURSE ARE SAFETY, BUILDING MATERIALS, HAND TOOLS, POWER TOOLS, BLUEPRINT READING, FOOTING AND FOUNDATIONS, STRUCTURAL FRAMING COMPONENTS AND TECHNIQUES, WINDOWS AND DOORS, INSULATIONS, WALLBOARD, AND TRIM HOLDINGS.

WHO'S ELIGIBLE?

ABLE-BODIED WOMEN
INTERESTED IN ENTERING THE
FIELD OF CONSTRUCTION,
ESPECIALLY THE BUILDING
TRADES SUCH AS CARPENTRY,
SHEET METAL WORK,
BRICKLAYING, DRYWALL
FINISHING AND TILE SETTING.

CLASS SCHEDULE

THE COURSE WILL OFFERED
TWICE.

APRIL 10 - 25, 1997
9 - 4 PM

MAY 1 - 16, 1997
9 - 4 PM

COST

TUITION: \$142.00
SUPPLIES: \$55.00

TOTAL COST: \$197.00

LOCATION: THE FIRST TWO DAYS OF CLASS WILL BE HELD AT THE VALLE VERDE CAMPUS. THE REMAINDER OF THE TRAINING WILL BE ON THE BUILDING SITE AT 8023 SAN JOSE.

TUITION AND SUPPLIES MAY BE PAID BY A GRANT FROM THE TEXAS EDUCATION AGENCY FOR STUDENTS WHO CAN BE CERTIFIED AS INCOME-ELIGIBLE THROUGH THE UPPER RIO GRANDE PRIVATE INDUSTRY COUNCIL.

CONSTRUCTION FOR WOMEN



The Pathway to the Future - El Paso al Futuro

You are cordially invited to

*The Women in Technology
Cornerstone Project
Commencement Ceremony*

*Diana Conlono ■ Veronica Espinoza ■ Judy Esquivel
Ada Faniola ■ Araceli Filerio ■ Mary Jackson
Norma Lopez ■ Sonia Madrid ■ Nancy Mollen
Irma Ortega ■ Lourdes Ramirez ■ Vickie Pasa
Lorraine Tovel ■ Maria Urbina ■ Rosanna Usher*

*Join us Thursday May 15, 1997, 6:00 p.m. - 8:00 p.m.
El Paso Community College Valle Verde Campus
President's Conference Room B&C
319 Hunter*

El Paso County Community College District
Board of Trustees

Ms. Olga "Cookie" Mapula
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Mr. M. Chuck Silva
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Ms. Elfiida Gutierrez
Secretary to the Board

Mr. Brian Haggerty
Mr. Rudy Hernandez
Mr. Arturo Huerta
Ms. Vicki K. Icard

Dr. Adriana D. Barrera
College President

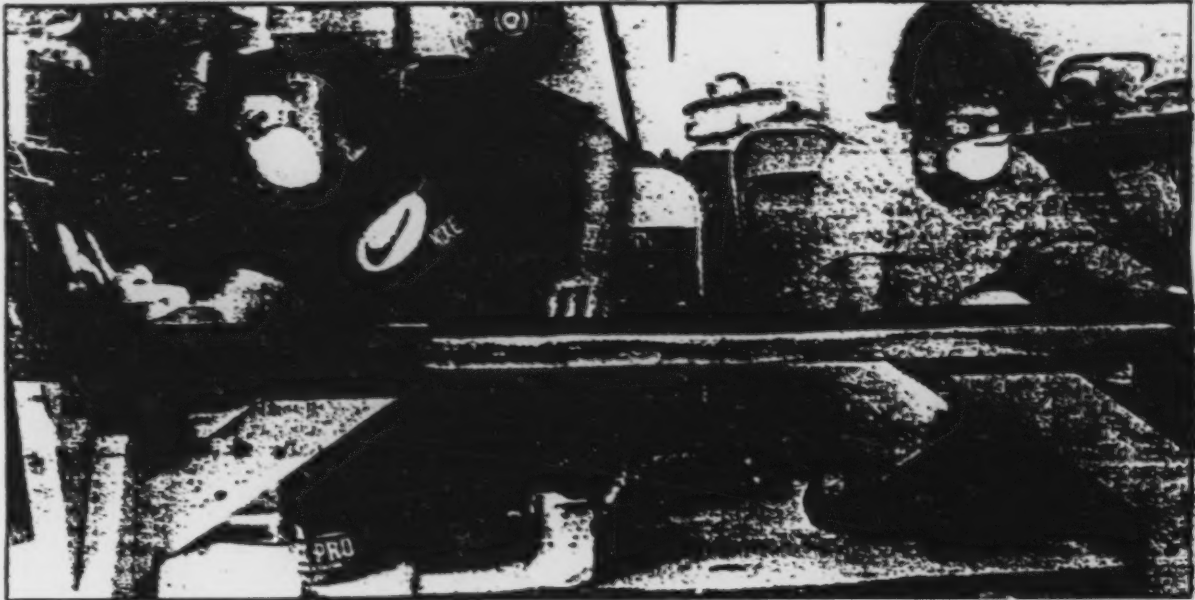
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P.O. Box 20500 • El Paso • Texas 79998-0500 • 915-594-2000

APPENDIX 26
END OF YEAR REPORT

Building skills

EL PASO HERALD-POST
FRIDAY, JULY 13, 1997



PHOTOS BY ROBERT A. GONZALEZ / STAFF PHOTOGRAPHER

Lourdes Ramirez and Diana Centeno put a coat of paint on one of the picnic benches they and three other women are building to sell in order to raise money to start their own construction business. Below, Sonia Madrid sands a bench.

Community
College
program
helps women
nail down
nontraditional
jobs

S By Laurie Gallardo
El Paso Herald-Post

onia Madrid, 21, will never forget her first day on the job with Graham Construction. Madrid and Lourdes Ramirez, 38, found jobs with the company with help from El Paso Community College carpentry instructor Louis Alegre and the college's Women In Technology program's Cornerstone Project, which offers basic carpentry courses for women interested in a career in construction. Fifteen women recently graduated from the project.

Construction and carpentry traditionally have been viewed as men's work. Madrid said that attitude was made obvious the moment she and Ramirez arrived at a job site.

"The first day we were there, we just got looks," Madrid said. "But the workers are nice. If they see us doing something wrong, they teach us how to do it right."

Now Madrid, Ramirez, Diana Centeno, 42, and Mary Jackson, 38, are working on forming their own company, Cornerstone Construction, named after the project they credit for helping them learn about the construction business.

Rojean Starks, the community college's school-to-work coordinator and a former student adviser in the Women in Technology program, said the Cornerstone Project was established two years ago from the combined ideas of Victoria DiBenedetto, director of the Women in Technology



■ SEE WOMEN / PAGE A-4

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Women / FROM PAGE A-1

program, and Steve Juan, owner of Canyon River Construction Co.

They had worked together with the El Paso Coalition for the Homeless, one of the organizations through which WIT students are recruited.

"I had been with the Coalition for the Homeless for quite a while," Juan said. "Through them, I was working on affordable housing. We contacted the college through the Women in Technology program and got Vicky involved. The idea is to get women trained in construction. We're trying to get them to where they can get on-the-job training and classroom training. It's trying to promote entrepreneurship."

The 9-year-old WIT program promotes "nontraditional" careers — drafting, construction, auto repair, plastics, industry maintenance — for women. It offers a lifelong career management workshop that gives instruction on resumes, job hunting, sexual harassment prevention and other work skills.

DiBenedetto's research of nontraditional fields for WIT served as a foundation for the Cornerstone Project, a 72-hour credit program that gives women hands-on construction experience. There are 60 hours of actual construction work and 12 hours spent in a workshop.

"We've learned how to do the layout of a home, drywalling, roofing — all the general steps to build a home," Ramirez said. "We're doing all that's general construction work, and we work just as hard as anyone else."

"I've painted and cleaned tiles in my mother's house before," Centeno said. "I've always been interested in this. I never had an opportunity to get into it."

Starks said a majority of the WIT students are single mothers, welfare recipients or displaced homemakers who need skills for better jobs. "A couple of these women have children. They are juggling day care, a job and the hours that this (carpentry) work requires," she said.

Raffle

GRADUATES of the Cornerstone Project are having a demonstration and raffle to raise money for their construction company from 9 a.m. to 1 p.m. Saturday at Builders Square, 655 Sunland Park Drive.

THEY WILL BUILD a picnic table and dog house with lumber donated by Builders Square to raffle off. CALL 594-2457 for details.

The Cornerstone Project ended June 30 and is no longer available because of lack of funding. Starks said she hopes it will be restarted eventually.

Meanwhile, four of the Cornerstone graduates are checking their financial resources to get their business started, and there are plans for them to help build a home in Northeast El Paso with Habitat for Humanity of El Paso in the fall.

The women also hope their training, with increased work experience, will open the door to new opportunities and squelch the misconception that construction is "men's work."

"They sort of take the males under their wing and teach them how to do all this," Ramirez said. "But you (as a woman) are always proving yourself."

"I don't even look at it that way," Juan said. "What I want to know is, can you do the work? Gender doesn't play in it to me. This is an industry of people with talent, but lacking in responsibility. Maybe the women can pick up on this."

"We always thought it was as hard as the guys say it is," Jackson said. "It's not. That is not true. It's very simple, once you learn. I think it's more difficult to cook a turkey than it is to build a house! Women should have been in construction a long time ago. Now we can say we have that experience."

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APPENDIX 27

END OF YEAR REPORT

EL PASO TIMES SUNDAY, JULY 20, 1997



DAN HALLMAN / El Paso Times

Lourdes Ramirez, left, Diana Centeno and Sonia Madrid, right work on building a picnic table at the Builders Square on Sunland Park Drive. They are graduates of El Paso Community College's Cornerstone Program, which trains women in nontraditional jobs.

Women hammer away at dream

By Melissa Martinez

El Paso Times

Move over Mr. Goodwrench. There's a new gal in town.

Four in fact, and they've all got hammers and aren't afraid to use them.

The women put their hammers and newly learned construction skills to use Saturday outside the Builders Square, on Sunland Park Drive, where they built a picnic table and benches for a raffle.

The raffle was an attempt to raise money to start a women-only construction company in El Paso, said Mary Jackson, one of the builders.

It's a dream Jackson has had since she was 8 years old.

"I've been making things since I was a kid. The first thing I made was a table for my grandfather," Jackson

"I've been making things since I was a kid. The first thing I made was a table for my grandfather."

Mary Jackson

said. Her grandfather later left Mary his tools when he passed away, she said.

The table is still around today.

The group did not get the turnout it had hoped for Saturday, but at least they were noticed, said Diana Centeno.

"What's important is that we got exposed," she said.

The women need about \$3,000 for their licenses, bonding and liability insurance. They've already had a few bake sales and car washes, they said.

They have been promised jobs with a local construction company as soon as

they get their licenses, they said.

Jackson and her three colleagues got their training from the Women in Technology Cornerstone Project at the El Paso Community College, along with 11 other women.

The program focuses on training women for non-traditional careers, said Victoria DiBenedetto, director of Women in Technology.

"Women should be able to go into any field they want to," she said. "But women are not entirely welcome in construction."

It's something that Sonia Madrid and Lourdes

Ramirez are already getting a taste of. The two women are currently working at a local bank doing remodeling.

"At first we got looks from the other (male) workers," Ramirez said.

Since then, the men have come around and have been very helpful, she added.

"But there are still many minds to change. Even Saturday, the women said many passersby gave them odd looks. One man even stopped to tell them how he didn't agree with the idea of women construction workers, Madrid said.

"All you see out there is men in construction," Madrid said.

But that doesn't change her desire to build, Jackson said.

"I think women have just as much urge to build things as men do," she said.

For information on the program or to make a donation call 594-3457.

1996 - 1997 WIT ACTIVITIES

PARTICIPATORY ACTIVITIES

DATE	DESCRIPTION	DURATIO	ATTENDA	PARTICIPAN
07/19/96	WIT Staff Meeting	2.00		STAFF
07/19/96	Service Learning Committee	1.00		VDB
08/08/96	EPCC Software Training	1.00	0	VDB/HO
08/16/96	El Pasoans for Affordable Housing	1.90		VDB
08/19/96	Women's Film Festival Committee Mtg	2.00		VDB
08/23/96	WIT Staff Meeting	2.00		STAFF
08/27/96	EPCC Software Training	1.00		VDB/NM
08/28/96	Self Investment Class	2.00		VDB
08/29/96	Occupational Opportunity CTR/Hiring CMTE	3.00		VDB
08/30/96	El Paso Coalition for Homeless/BRD MTG	2.00		VDB
09/04/96	Self Investment Class	2.00		VDB
09/04/96	Service Learning Committee	1.00		VDB
09/06/96	El Paso Coalition Homeless/BRD MTG	2.00		VDB
09/11/96	WIT Staff Meeting	2.00		STAFF
09/13/96	El Paso Coalition for Homeless/BRD MTG	2.00		VDB
09/18/96	TXServe Symposium	20.00		VDB
09/24/96	El Pasoans for Affordable Housing	1.50		VDB
09/24/96	El Paso Coalition for Homeless/MBR MTG	2.00		VDB
09/25/96	WIT Staff Meeting	2.00		STAFF
09/26/96	Nat'l Womens History Month Coalition/MTG	2.00		VDB
09/27/96	Service Learning Committee	2.00		VDB
09/28/96	UN Conference on Women-Teleconference	4.00		VDB
10/03/96	WIT Team Meeting	2.00		Staff
10/23/96	National Council for Occupational EDUC	32.00		VDB
10/31/96	WIT Team Meeting	2.00	6	Staff
11/14/96	WIT Team Meeting	2.00	2	Staff
11/15/96	Project Opportunity Feast for Homeless	3.00	116	VDB/RO
11/21/96	STARLINK Welfare Reform	1.50		EV/RO
11/22/96	Career Exploration Workshop	7.00	20	Staff
11/27/96	MAP/Modern Assault Prevention Workshop	2.00	12	AK
12/03/96	AVA National Convention	40.00		VDB
12/11/96	WIT Staff Meeting	2.00	5	Staff
12/13/96	Project Opportunity Commencement	2.00		Staff
12/18/96	Fashion Show Benefit Homeless Seamstress	2.00		VDB
01/15/97	Dr. Sue Rosser Workshop	4.00		Staff
01/16/97	Dr. Sue Rosser Workshop	4.00		Staff
01/21/97	EP Coalition Homeless/Membership Mtg	1.50		VDB
01/23/97	WIT Staff Meeting	2.00		Staff
01/24/97	EP Coalition for Homeless Board Retreat	16.00		VDB
02/03/97	Hacienda Springs Committee Meeting	2.00		VDB

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APPENDIX 28

CONT.

END OF YEAR REPORT

PARTICIPATORY ACTIVITIES

02/04/97	Women's Film Festival Committee Mtg	2.00	VDB
02/05/97	AAWCC Meeting	1.50	VDB
02/06/97	Good Neighbor Environment Meeting	1.50	EV
02/12/97	Women's Film Festival Committee Mtg	1.50	VDB
02/25/97	EP Coalition for Homeless/Membership Mtg	1.50	VDB
02/25/97	AAWC Meeting	1.00	VDB
03/04/97	EP Coalition for Homeless/Brd Mtg	2.00	VDB
03/08/97	EP Coalition for Homeless/Progress Mtg	2.00	VDB
03/11/97	EP Coalition for Homeless/Board Mtg	2.00	VDB
03/11/97	Workplace Skills Task Force Mtg	2.00	VDB
03/13/97	WIT Staff Meeting	2.00	Staff
03/15/97	AVA National Policy Seminar	40.00	VDB
04/01/97	EP Coalition for Homeless/Progress Mtg	2.00	12 VDB
05/06/97	El Paso Coalition Homeless/BRD MTG	2.00	VDB
05/07/97	Self Investment Class	2.00	VDB
05/14/97	Self Investment Class	2.00	VDB
05/27/97	El Paso Coalition Homeless/MBR MTG	2.00	VDB
06/03/97	El Paso Coalition Homeless Board MTG	2.00	VDB
06/19/97	Workplace Taskforce Skills Meeting	1.50	VDB
06/19/97	American Assoc Women Community Colleges	2.00	VDB
06/20/97	Diversity Workshop	8.00	STAFF
06/24/97	El Paso Coalition Homeless/MBR MTG	2.00	VDB
06/27/97	WIT Team Meeting	2.50	Staff
07/01/97	El Paso Coalition Homeless/BRD MTG	2.00	VDB
07/01/97	THECB Teleconference/Legislation Update	4.00	VDB
07/10/97	CP Legislative Update	4.00	VDB
07/10/97	Workplace Taskforce Skills Meeting	1.00	VDB
07/23/97	Advanced Technology Center Graduation	2.00	Staff

DURATION TOTAL: 286 HOURS

PART IV
Project Opportunity
Goals & Objectives

**TEXAS HIGHER EDUCATION COORDINATING BOARD
WOMEN IN TECHNOLOGY (WIT) PROJECT OPPORTUNITY
GRANT REPORT**

Project Number: 77150015

July 1, 1996- August 31, 1997

All project objectives relating to the Fall 1996 semester are repeated for the Spring 1997 semester when applicable. Repeated objectives will be cited under performance measures.

GOAL

The goal of the Project is to provide a bridge curriculum for single parents, displaced homemakers, and single pregnant women, including eminently homeless women, who desire to become economically independent by choosing a nontraditional career option, and provide them with the educational background needed to make this transition and provide them with marketable skills.

OBJECTIVE 1.

To revise program Self-Investment class curriculum to reflect new ideas and student recommendations.

PROJECT ACTIVITY 1.1

Project Assistant will revise Self-Investment curriculum using existing curriculum and up-dated material.

PERFORMANCE MEASURE 1.1

Curricula is on file.

FALL 1996 AND SPRING 1997

The Self-Investment curriculum has been modified to include suggestions obtained from past class members and up-dated material. The Self-Investment curriculum has been revised to include four specific concepts. This includes the core self-investment class, the Vocational Industrial Clubs of America (VICA) program, the Invest Learning System Lab Sessions, and a "A Woman's Worth" series. See APPENDIX 8 and 9.

The VICA class aides in the development of student's interpersonal skills through involvement in three civic awareness projects during the semester.

FALL 1996

On Saturday, October 26, 1996, VICA members participated in the National "Make a Difference Day" activities by organizing a Halloween Party for the children of the YWCA Transitional Living Center. Members brought cake, cookies, sandwiches, drinks, pumpkins and prizes. Children played musical chairs and participated in a pumpkin decorating contest with prizes given to all who participated.

Friday, November 15, 1996 VICA members organized a dinner for the city's homeless which was held at the Occupational Opportunity Center. Students planned the event and served approximately 150 homeless men and women on that day.

VICA members organized two bake sales to raise scholarship money for children needing tuition money to participate in Folklorico classes in the Socorro Independent School District. Their efforts raised \$247.00 for the children. See APPENDIX 10.

SPRING 1997 VICA ACTIVITIES

VICA members elected to participate in the Annual March of Dimes campaign for healthier babies. They began their campaign efforts in February by setting up a campaign table to collect donations from college students. Students voted their team name as "The VICA Troopers" and raised a total of \$315.00 for the March of Dimes.

On May 5, 1997, VICA students organizes a bake sale to raise money for a needy El Paso family. They raised \$101.00 for their cause.

VICA members organized a dinner for the homeless at the Occupational Opportunity Center for May 24, 1997. The students served approximately 60 homeless men and women that night. See APPENDIX 11.

PROJECT ACTIVITY 1.2

Project Coordinator will work with the Coordinator of the Technical Programs Continuing Education Department to schedule the Technical Applied Physics and Self-Investment classes for the Fall 1996 semester.

PERFORMANCE MEASURE 1.3

Appropriate documentation is on file.

The Self-Investment and Technical Applied Physics classes were scheduled through the El Paso Community College Continuing Education Department. Records will show the following class schedules.

SELF-INVESTMENT AND TECHNICAL APPLIED PHYSICS CLASS SCHEDULES:

FALL 1996

Self-Investment: WIT 200

Location: VV Campus Rm. MV2

Time: MWF 3 - 5 p.m.

Technical Applied Physics: SDG 736

Location: VV Campus Rm. ATC 119

Time: MW 1:30 - 3 p.m.

See APPENDIX 12.

SPRING 1997

Self-Investment: WIT 200

Location: VV Campus Rm. MV2

Time: MWF 2 - 4 p.m.

Technical Applied Physics: SDG 736

Location: VV Campus Rm. ATC 119

Time: MWF 4 - 5 p.m.

OBJECTIVE 2

To set-up and coordinate the workstudy component within the Occupational Education Division at EPCC and with appropriate vocational science areas of participating high schools.

PROJECT ACTIVITY 2.1

Project Coordinator will accept applications from students, evaluate the applications based on need and performance and select workstudy participants for a 10 week period of employment.

PERFORMANCE MEASURE 2.1

Applications are on file.

Fall 1996

Seven students were chosen to participate in the workstudy program for this semester. Students were informed about workstudy program policies and procedure on an individual basis.

Spring 1997

Six students were chosen to participate in the workstudy program for this semester. Students were informed about workstudy program policies and procedures on an individual basis. See APPENDIX 13.

PROJECT ACTIVITY 2.2

Project Coordinator will identify locations for placement of students and generate an Employment Action Record for each student to be placed.

PERFORMANCE MEASURE 2.2

Employment Action Records are on file along with documentation including placement location, times and contact persons.

FALL 1996 AND SPRING 1997

*Ten locations within El Paso Community College and Vocational Science areas of related high schools in need of workstudy students have been identified.
See APPENDIX 14.*

OBJECTIVE 3.

To recruit, identify, test and select 10-20 qualified women for program participation - Fall 1996.

PROJECT ACTIVITY 3.1

Arrange for advertisement of program especially among community service agencies.

PERFORMANCE MEASURE 3.1

Records will indicate copies of advertisements.

FALL 1996

Program was advertised among 4 agencies of target population individuals or service providers. Seventy individuals contacted. 140 letters sent to past program applicants. One radio station interview reaching approximately 24,000 listeners. 56 letters sent to community agencies which serve target population. Approximately 50 information letters sent to individuals interested in the program. One newspaper articles reaching approximately 96,000 households. Listed on college E-Mail system reaching approximately 2,000 employees.

SPRING 1997

*Program was advertised among 7 agencies who target our population. 148 individuals contacted. 173 letters sent to past program applicants and community agencies. One newspaper article reaching approximately 58,000 households. Approximately 40 information letters sent to individuals interested in the program. Promoted during the annual "Spooktacular" community event which attracted approximately 5,000 individuals.
See APPENDIX 15.*

PROJECT ACTIVITY 3.2

Contact referred individuals for interview date and location, at which time applicant will be informed of financial aid availability and intake process procedures.

PERFORMANCE MEASURES 3.2

Records will indicate individuals contacted, interview dates and locations.

FALL 1996

36 applications received and applicants interviewed. See APPENDIX 16.

SPRING 1997

31 applications received and applicants interviewed. See APPENDIX 17.

PROJECT ACTIVITY 3.3

Arrange for skill inventories (Discover Assessments) to be administered as career exploration workshops by the College's Career Planning Center to program applicants.

PERFORMANCE MEASURE 3.3

Records will indicate dates of Career Workshops

FALL 1996

18 Discover Assessments administered along with three group career exploration workshops.

SPRING 1997

15 Discover Assessments administered along with four group career exploration workshop. See APPENDIX 18.

During the Fall 1996 semester, Mr. Aaron Kravetz, a motivational instructor, facilitated two workshops in conjunction with the self-investment program class. His Motivational Workshop was conducted on October 1, 1996 and his Modern Assault Prevention Workshop was on November 27, 1996. He also served as our facilitator during the "Ropes Course" exercise on November 9, 1996, with 15 participants.

During the Spring 1997 semester, Mr. Kravetz facilitated two workshops in conjunction with the self-investment program class. He conducted a Motivational Workshop on February 5, 1997 and a Modern Assault Prevention Workshop on April 23, 1997. He served as our "Ropes Course" exercise facilitator on Saturday, February 8, 1997 with 9 participants.

PROJECT ACTIVITY 3.4

Select 10-20 women, to participate in the program.

PERFORMANCE MEASURE 3.4

Applicants will be evaluated and selected based on career goals, Discover Assessment, and test scores, with target population given preference.

FALL 1996

20 women selected to participate in the program.

SPRING 1997

20 women selected to participate in the program.

See APPENDIX 19.

PROJECT ACTIVITY 3.5

Arrange for orientation workshop.

PERFORMANCE MEASURE 3.5

Records will indicate date, agenda and attendance.

FALL 1996

Orientation workshop was held on Wednesday July 31, 1996 from 1 - 5 p.m.

16 students attended

SPRING 1997

Orientation workshop was held on Friday, December 6, 1996 from 1-5 p.m.

8 students attended. See APPENDIX 20.

OBJECTIVE 4

To arrange for enrollment of student participants in the Fall '96 classes, and fulfillment of student support needs.

PROJECT ACTIVITY 4.1

Coordinator will work with the Occupational Education Division's Office of Continuing Education to provide a system of enrollment into the program.

PERFORMANCE MEASURE 4.1

Records will be on file in the Continuing Education office.

Records show dates, times, locations and names of instructors.

PROJECT ACTIVITY 4.2

During orientation sessions an El Paso Community College counselor will advise students on credit course registration. Students will also be made aware of the benefits available through WIT and the Upper Rio Grande Private Industry Council. VICA program incentives will be outlined along with policy procedures, objectives and responsibilities concerning the 8 hrs workstudy program.

PERFORMANCE MEASURE 4.2

Records will indicate orientation date (s) and support services delivered to each student with rationale.

FALL 1996 AND SPRING 1997

Students were informed about program benefits during orientation and workstudy objectives were discussed. Students were provided a list of campus tutoring locations the second week of class each semester. See APPENDIX 21.

14 students received tutoring services totaling 76 hrs. and benefited from additional support services provided. See APPENDIX 22.

PROJECT ACTIVITY 4.3

During the orientation, students enrolled in non-credit classes such as those offered at the EPCC Advanced Technology Center will be asked to sign a declaration of nontraditional major statement stating that they intend to use the training they will be receiving to earn a living.

PERFORMANCE MEASURE 4.3

Records of signed declarations will be on file.

FALL 1996 AND SPRING 1997

Two non-credit participants, one in precision machining and one in plastics. See APPENDIX 23.

OBJECTIVE 5

To arrange for 8 hr. per week project-managed workstudy placement to include a system for issuing monthly checks.

PROJECT ACTIVITY 5.1

Project Coordinator will work with representatives from the Occupational Education Division at EPCC and off campus sites in initiating placement of program paid workstudy students within the EPCC Technical Divisions and Vocational areas in off campus school districts.

PERFORMANCE MEASURE 5.1

Records indicate participating locations.

PROJECT ACTIVITY 5.2

Timesheets and time and effort reports will be distributed to workstudy participants and returned to the Project Opportunity Office for processing on a monthly basis.

PERFORMANCE MEASURE 5.2

Monthly timesheets will be on file.

FALL 1996 AND SPRING 1997

The El Paso Community College Human Resources Department has classified our program workstudy students as Project Managed Student Interns and minimum wage is designated as \$4.75 per hour. Agreement is on file in the EPCC Human Resources Department. See APPENDIX 24.

OBJECTIVE 6

To establish a system of monitoring student's academic progress to include an exit interview and evaluation of program by students.

PROJECT ACTIVITY 6.1

Students will be monitored during the semester by maintaining contact with on-site representatives, workstudy supervisors and instructors.

PERFORMANCE MEASURE 6.1

Records will indicate session dates and reports.

FALL 1996 AND SPRING 1997

Student assessments were made during the semester. Reports are on file in the Project Opportunity office.

Monitoring students throughout the semester has provided students with the support they need both academically and emotionally.

PROJECT ACTIVITY 6.2

Interviews with at risks students will be scheduled when necessary to appraise progress and supply appropriate support. Continued participation in the workstudy component will be contingent upon Supervisor's interviews, regular class attendance, and passing grades in all bridge curriculum courses as monitored during the semester.

PERFORMANCE MEASURE 6.2

Records will indicate interviews with at-risk students.

FALL 1996 AND SPRING 1997

Interviews with at-risk students are included on the student assessment. Reports are on file in the Project Opportunity office.

PROJECT ACTIVITY 6.3

Upon the conclusion of the semester, students will be interviewed and given a final evaluation.

PERFORMANCE MEASURE 6.3

Evaluations will be on file.

FALL 1996 AND SPRING 1997

Final student evaluations are included on the student assessments. Records are on file in the Project Opportunity office.

PROJECT ACTIVITY 6.4

Each program participant will evaluate the value of the program with suggestions to be used for future program development.

PERFORMANCE MEASURE 6.4

Program evaluations will be on file.

FALL 1996 AND SPRING 1997

*Student program evaluations are on file in the Project Opportunity office.
See APPENDIX 25.*

OBJECTIVE 7

To arrange program graduation.

PROJECT ACTIVITY 7.1

Students will be introduced to the prospect of becoming WIT mentors for preceding program students during their final self-investment classes.

PERFORMANCE MEASURE 7.1

Records will indicate participants

FALL 1996 AND SPRING 1997

Students were informed about the option of becoming WIT mentors. Three students volunteered to become mentors. WIT recruiter option is no longer available due to funding.

*Students were assigned mentors by the WIT Program Student Advisor. Mentors were women working in nontraditional occupations within the community.
See APPENDIX 26.*

PROJECT ACTIVITY 7.2

A graduation ceremony will be scheduled with certificates issued to students acknowledging completion of the Project Opportunity and VICA programs.

PERFORMANCE MEASURE 7.2

Copies of graduation certificates, VICA certificates and names of all recipients will be on file.

FALL 1996

Program commencement ceremony was held on Friday, December 13, 1996. 300 invitations were printed and distributed among students, media, community agencies, and EPCC Personnel. Eleven students received Project Opportunity program certificates of completion, along with VICA certificates of participation.

SPRING 1997

Program commencement ceremony was held on Thursday, May 15, 1997. 300 invitations were printed and distributed among students, media, community agencies, and EPCC personnel. Seven students received Project Opportunity program certificates of completion, along with VICA certificates of participation. This semester's ceremony included recognition for volunteer work provided by the Women in Technology Mentoring Taskforce members and to the WIT Cornerstone Project participants who completed construction training. See APPENDIX 27.

Outstanding students in the area of attendance, overall accomplishment, and Technical Applied Physics were recognized during each commencement ceremony. See APPENDIX 28.

PART V
Project Opportunity
Appendices

PROJECT OPPORTUNITY APPENDICES

1. Memo to EPCC Carl Perkins Coordinator
2. Plan for Revised Grant
3. Project Opportunity Graduate Survey
4. VICA/SCANS Report
5. Intake Process
6. Student Survey
7. Student Environmental Survey
8. Program Curriculum Fall 1996
9. Fall 1996 Invest Lab Schedule
10. Fall 1996 VICA Activities
11. Spring 1997 VICA Activities
12. Technical Applied Physics Syllabus
13. Workstudy Program Policies and Procedures
14. Workstudy Program Participants and Assignment
15. Program Advertisements/Announcements
16. Fall 1996 Applicants
17. Spring 1997 Applicants
18. Career Exploration Workshop
19. Fall 1996 and Spring 1997 - Program Participants
20. Orientation Agenda
21. Support Services
22. Tutoring Services
23. Nontraditional Major Statements
24. Workstudy Program Participants
25. Student Program Evaluation
26. Student/Mentor List
27. Fall 96 and Spring 97 Graduate List, Invitation, Program, and Certificates
28. Fall 97 and Spring 97 Outstanding Students

MEMORANDUM

TO: Al Lawrence, Coordinator
Carl Perkins Programs

FROM: Victoria Di Benedetto, Coordinator
Women in Technology

DATE: June 12, 1996

SUBJECT: WIT/PROJECT OPPORTUNITY GRANT REVISIONS

In light of the reduction in funding in the discretionary grants and the allocation, the following revisions are necessary in order to accomplish the objectives satisfactorily:

WOMEN IN TECHNOLOGY EQUITY GRANT:

Page 10: Objective #1, Project Activity 1.1: Change "5 per year" to "4 per year".

Page 11: Objective #2, Project Activity 2.5: Change "twice per semester" to "twice per year".
Project Activity 2.6: Change "Program Student Advisor" to "Student Services Assistant".
Objective #3, Project Activity 3.2: In line 3, change "career" to "Career Center".

Page 12: Objective #3, Project Activity 3.6: Delete "Program Student Advisor assisted by the".
Objective #4: Change "monitoring" to "mentoring".

Page 13: Objective #6, Project Activity 6.4: Change "employees" to "employers". In the following paragraph 2: Add the word "tutors", after "recruiters", and change the word "three" to "two".

Page 20: Objective #2, Project Activity 2.6: Change "Program Student Advisor" to "Student Services Assistant".

Page 23: Objective #3, Project Activity 3.6: Delete "Program Student Advisor, assisted by the"

Page 29: Objective #6, Project Activity 6.4: Change "employees" to "employers".

APPENDIX #4: Replace with revised Job Description enclosed.

PROJECT OPPORTUNITY GRANT:

In light of the loss of the Project Assistant staff position especially, we find it necessary to reduce the number of students we expect to serve from 20-30 per semester to 10-20 per semester. Therefore, changes to the grant will be as follows:

Abstract page: In the second paragraph, change "20-30" to "10-20", and "40-60" to "20-40".
Objective #3: Change "20-30" to "10-20".

Page 9: In the third paragraph, change "40-60" to "20-30", and "20-30" to "10-20".

Page 11: Objective #3: Change "20-30" to "10-20" Project Activity 3.4: Change "20-30" to "10-20".

Page 17: Objective #3: Change "20-25" to "10-20".

Page 19: Objective #3: Project Activity 3.4: Change "20-25" to "10-20".

Enclosure

cc: Joan McCollister
Rachel Ortiz

SUPPLEMENTAL PAGE TWO

INSTITUTION: El Paso Community College
PROJECT NAME: Project Opportunity

QUARTER#: 1st
PROJECT#: 77150015

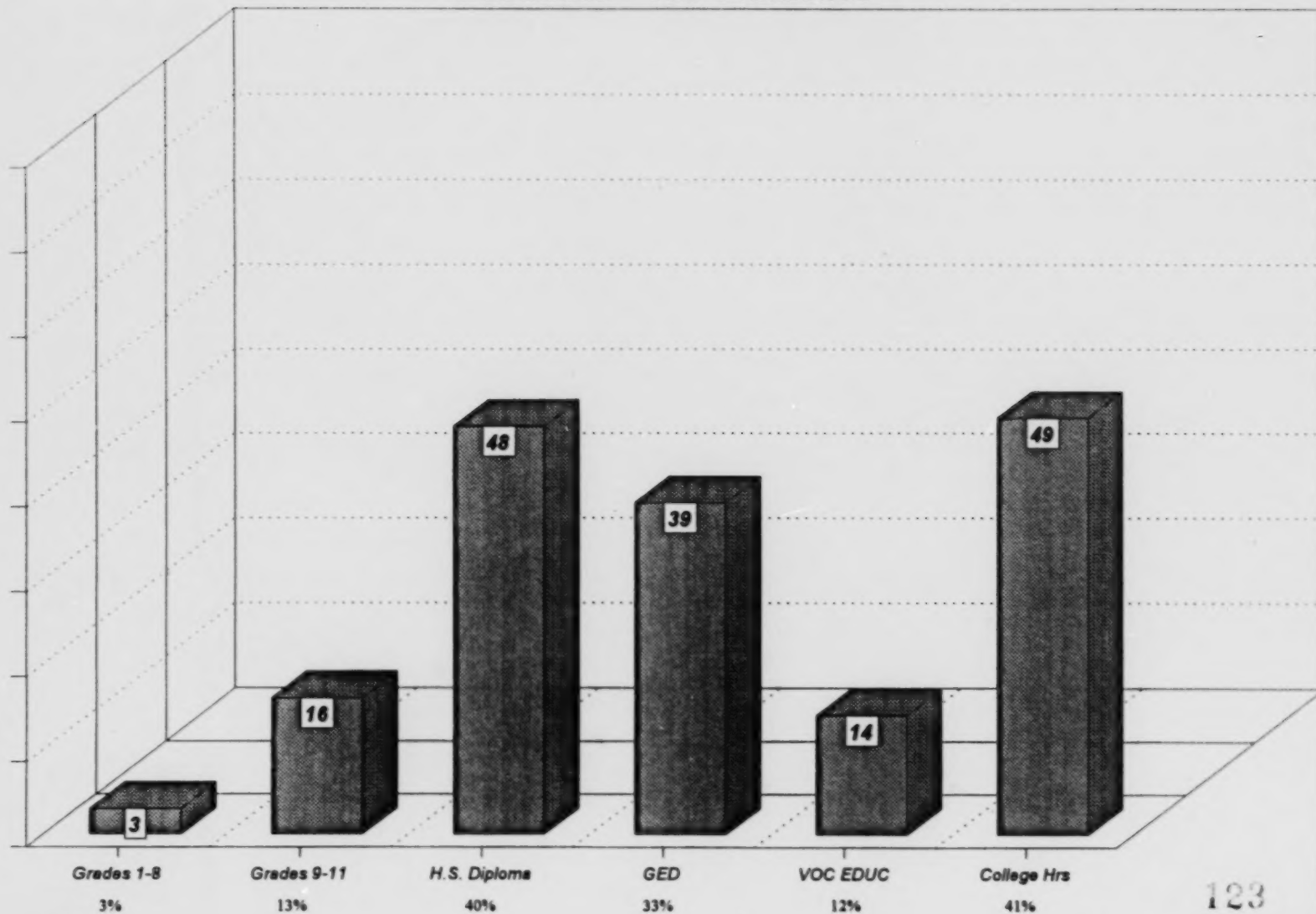
4. List any problems or obstacles to successful completion of the project which were identified during this semester.

Reduced grant funding prompted modifications to the program's operational format. On June 12, 1996 our Program Director submitted a list of grant revisions to our Carl Perkins Administrator. This letter is attached as Appendix A.

- 1.1 Due to reduced funding, the Project Opportunity Program Assistant position, which served as our Self-Investment class instructor, was eliminated. As a result, the Program Coordinator, Program Director, and Program Student Advisor are instructing the Self-Investment class. The computerized Invest Learning System, which includes basic skill components, was researched by the Program Coordinator and incorporated into the Self-Investment curriculum to represent one 2 hr. class session. See Appendix B and C for Self-Investment Syllabus and lab session schedules.
- 3.1 Personal presentations to community agencies which serve target populations have decreased due to reduced staff members. Program announcements have been supplemented by letters to past applicants and community agencies, newspaper articles, and college E-Mail.
- 4.2 Our new student orientation was attended by a representative from the Upper Rio Grande Private Industry Council (URGPIC) who informed students about JTPA certification and support services offered through their agency. While an initial meeting between the URGPIIC and WIT Project Opportunity was set for a later date to discuss their in-take process, the date was beyond the student registration payment schedules. Although we initiated an earlier meeting to avoid student registration wipe-out, the URGPIIC in-take process and certification proved lengthy and it was an inevitable consequence that students would need to register for a second time. Measures are being taken to avoid this obstacle for the Spring 1997 Project Opportunity program semester.

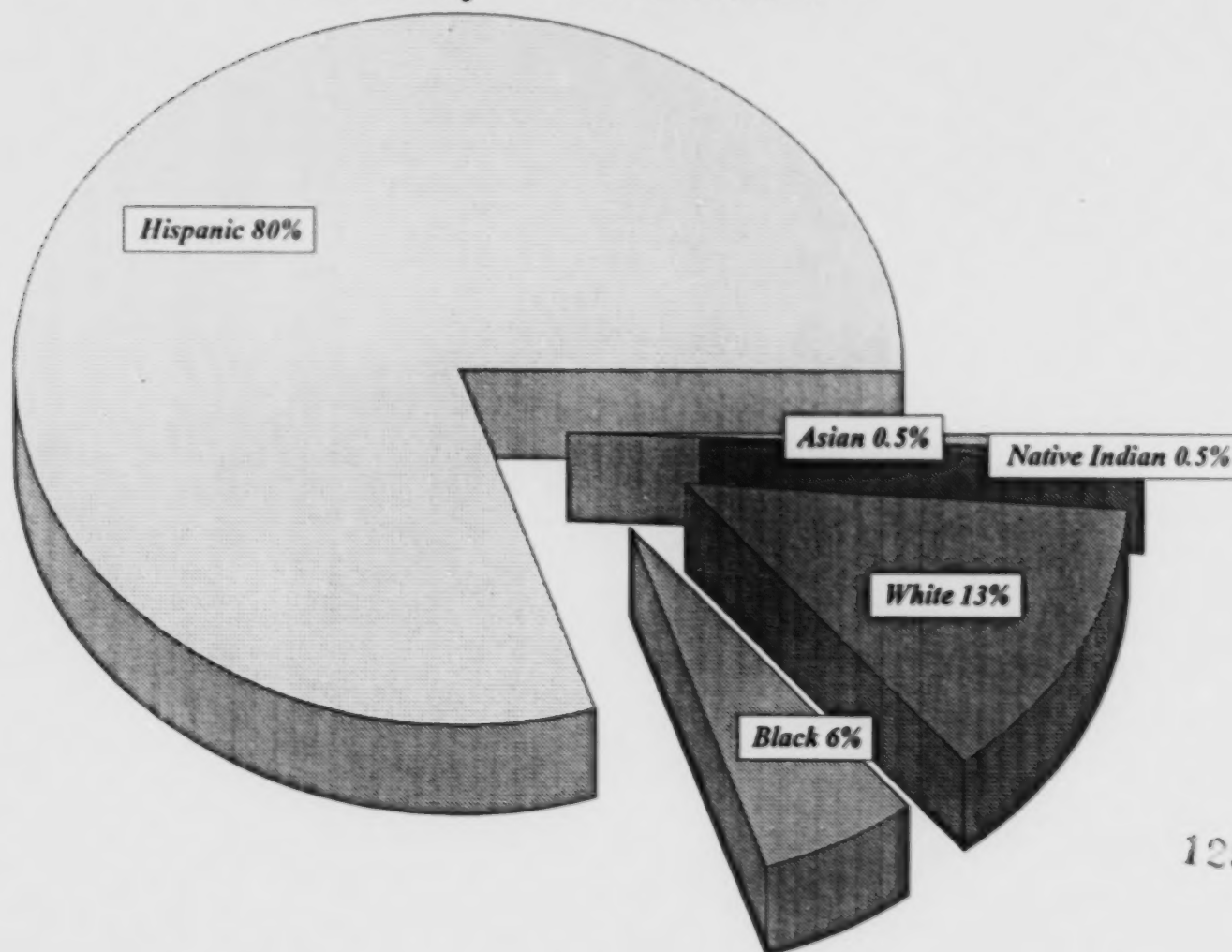
Project Opportunity Graduate Survey

◀ Education-- 120 Graduates ▶



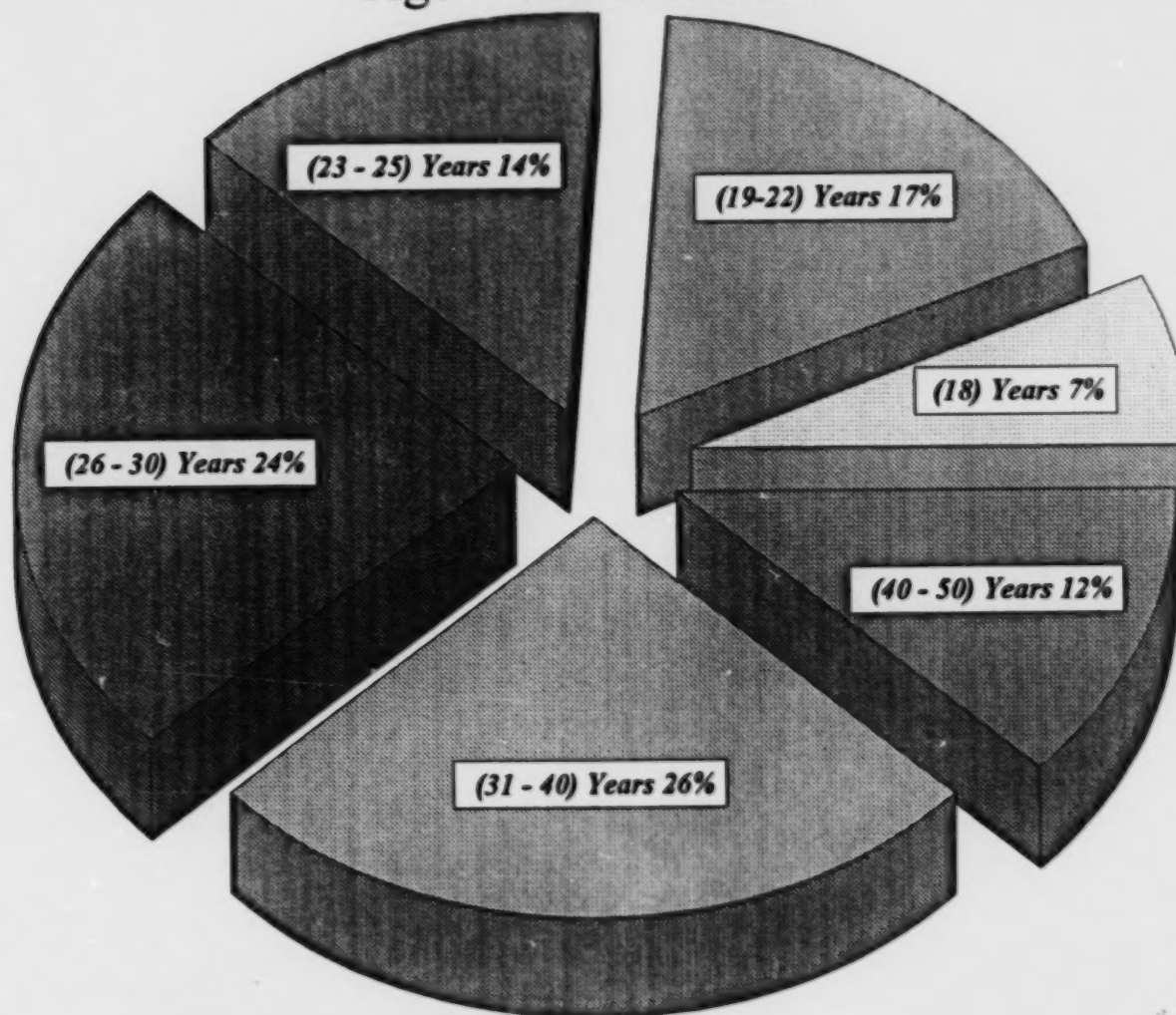
Project Opportunity Graduate Survey

◀ Ethnicity -- 120 Graduates ▶



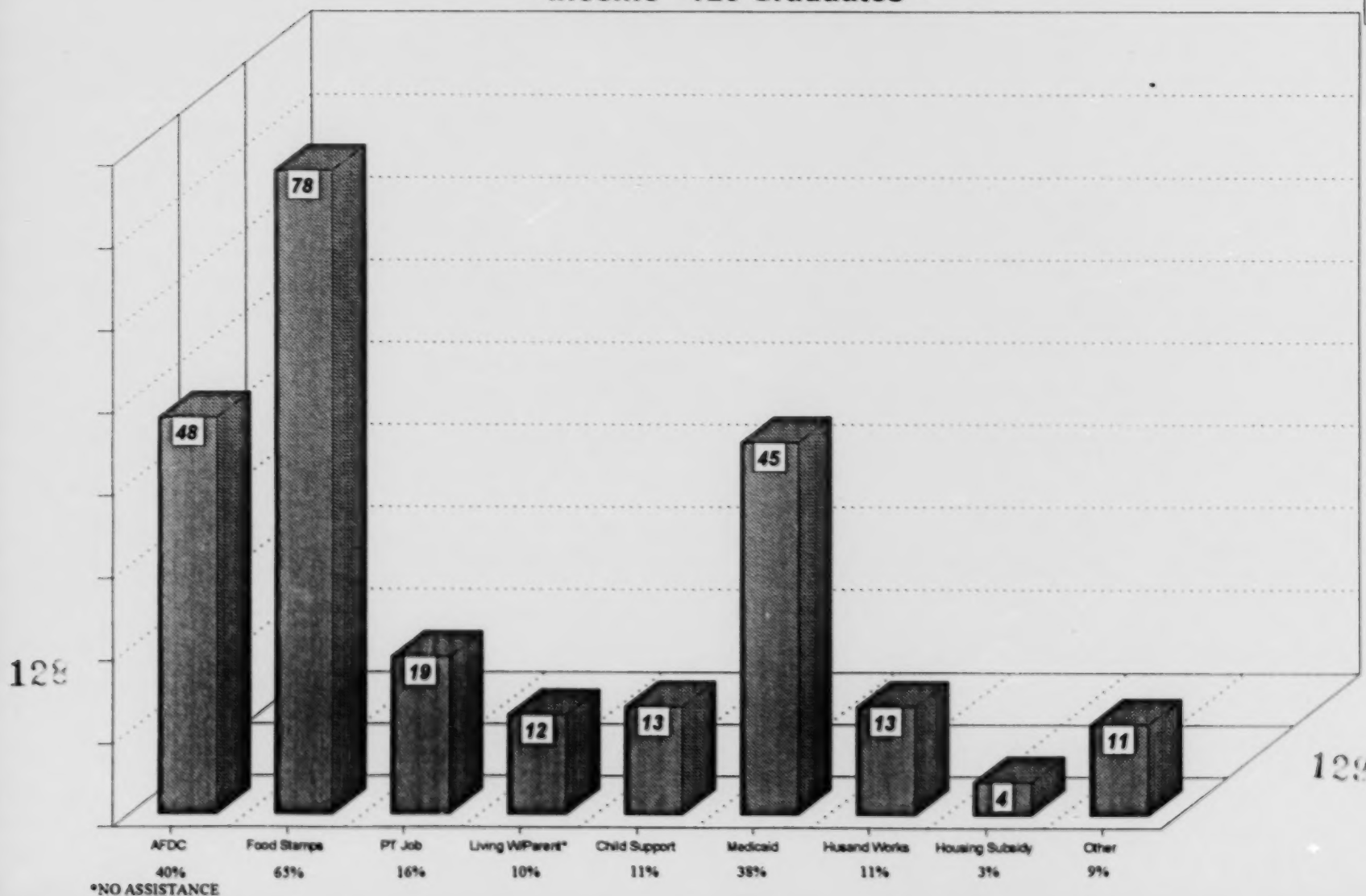
Project Opportunity Graduate Survey

◀ Age -- 120 Graduates ▶



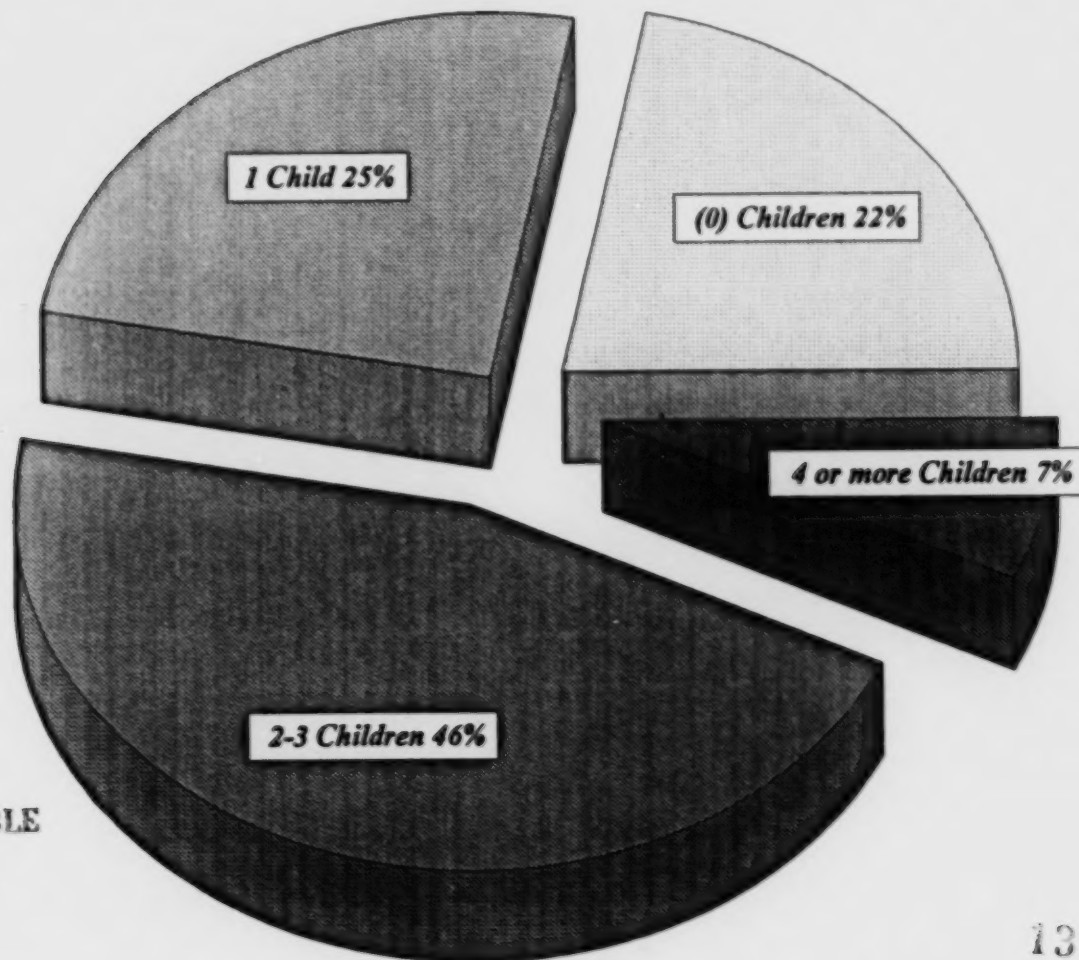
Project Opportunity Graduate Survey

◀ Income-- 120 Graduates ▶



Project Opportunity Graduate Survey

◀ Number of Children -- 120 Graduates ▶



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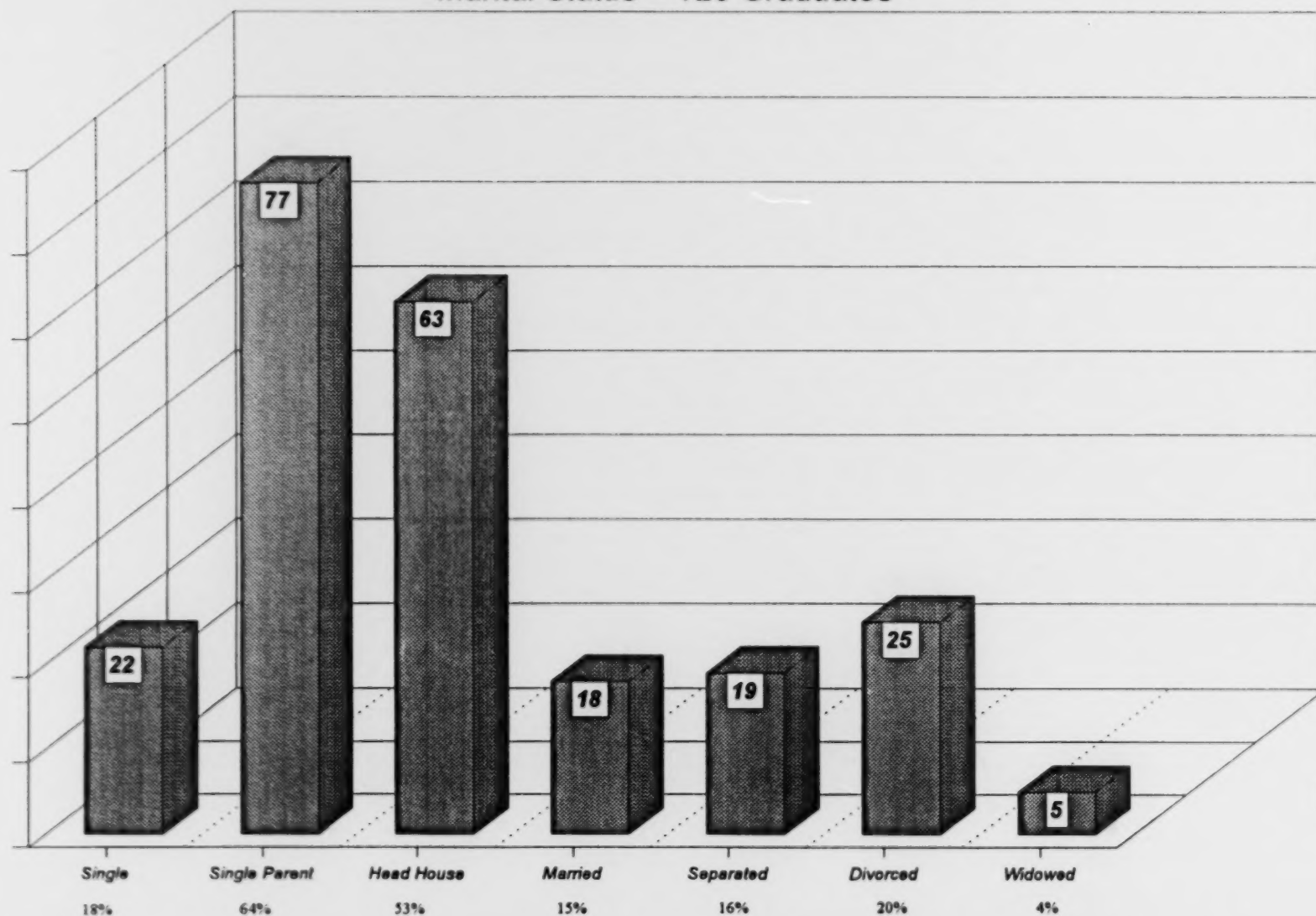
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Appendix 3
Cont.

Project Opportunity Graduate Survey

◀ Marital Status -- 120 Graduates ▶



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Responding to SCANS and Quality

Appendix 4

SCANS Report

The Secretary's Commission on Achieving Necessary Skills (SCANS) report takes a look at how schools prepare young people for work. The report examines the demands of the workplace and whether our young people are prepared to meet those demands. Specifically, the Commission was directed to advise the Secretary of the United States Department of Labor on the level of skills required to enter employment.

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

Competencies—effective workers can productively use:

- **Resources**—allocating time, money, materials, space and staff;
- **Interpersonal Skills**—working on teams, teaching others, serving customers, leading negotiating, and working well with people from culturally diverse backgrounds;
- **Information**—acquiring and evaluating data, organizing and maintaining files, interpreting and communicating and using computers to process information;
- **Systems**—understanding social, organizational and technological systems, monitoring and correcting performance, and designing or improving systems;
- **Technology**—selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

VICA's Total Quality Curriculum was designed to prepare students for the world of working in a quality-managed environment, through skills learned in the classroom. The curriculum emphasizes the competencies and basic skills identified in the SCANS report.

Correlational Matrix of SCANS Competencies and Total Quality Curriculum

	Resources				Interpersonal Skills				Information				Systems		Technology					
	Allocates Time	Allocates Money	Allocates Mat./ Fac. Resources	Allocates Human Resources	Part. as Member of Team	Teaches Others	Serves Clients/ Customers	Exercises Leadership	Negotiates	Works with Cul. Diversity	Acquires/Eval. Information	Org./Maintains Information	Interprets and Comm. Info	Completion to Process Info.	Understands Systems	Man./Controls Performance	Improves/Dev. Systems	Selects Technology	Applies Tech. To Tech	Maintains/Rep. Technology
VICA Total Quality Curriculum: Data Collection																				
Brainstorming	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
Nominal Group Technique	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
Surveys	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
VICA Total Quality Curriculum: Categorizing Data																				
Flow Chart	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pareto	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Force Field	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fishbone (Cause and Effect)	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Histogram	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Correlation/Scattergram	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Run/Control Chart	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

The Foundation—competence requires:

- **Basic Skills**—reading, writing, arithmetic and mathematics, speaking and listening;
- **Thinking Skills**—thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reasoning;
- **Personal Qualities**—individual responsibility, self-esteem, sociability, self-management, and integrity.

In addition to the Total Quality Curriculum, VICA's Professional Development Program reinforces SCANS competencies and foundation skills as it teaches students employability techniques and how to make a smooth transition from school to the world of work.

**Correlational Matrix of
SCANS Foundation Skills and
Total Quality Curriculum and
Professional Development Program**

	Basic Skills					Thinking Skills					Personal Qualities					
	Reading	Writing	Arithmetic	Mathematics	Listening	Speaking	Creative Thinking	Decision Making	Problem Solving	Seeing Things in The Mind's Eye	Knowing How To Learn	Reasoning	Responsibility	Self Esteem	Sociability	Self Management
VICA Total Quality Curriculum: Data Collection																
Brainstorming	✓	✓			✓	✓	✓		✓	✓	✓	✓		✓	✓	✓
Nominal Group Technique		✓	✓		✓	✓	✓	✓	✓		✓	✓		✓		
Surveys	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓			✓
VICA Total Quality Curriculum: Categorizing Data																
Flow Chart	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓
Pareto	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓
Force Field							✓	✓	✓	✓	✓	✓	✓			✓
Fishbone (Cause and Effect)	✓						✓	✓	✓	✓	✓	✓	✓			✓
Histogram	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓
Correlation/Scattergram	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓			✓
Run/Control Chart		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓
VICA Postsecondary Professional Development Program																
Learn to Set and Meet Goals	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Decision Making	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
Time Management Skills	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communicating With Others	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Serve on a Committee	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Implement a Leadership Project	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Define Your Future Occupation	✓	✓		✓			✓		✓	✓	✓	✓	✓			✓
Survey Employment Opportunities	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Workplace Ethics	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Write Business Letters and Memos	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Join a Community Organization	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
VICA Secondary Professional Development Program																
Define Your Future Occupation	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Survey Employment Opportunities	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Evaluate Your Career Goals							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Plan a Meeting or Special Program	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Participate in a Job Interview					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop a Leadership Project	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Create a Professional Employment Portfolio	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communication on the Job					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Set Long-Term Career Goals	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Community Service							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Perform Professional Presentation							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

HOW TO APPLY FOR PROJECT OPPORTUNITY

PROJECT OPPORTUNITY

- Attend Student Orientation
Receive information on class registration, Workstudy program and WIT Support Services
- Attend Empowerment Workshop

30 women will be chosen to participate in the program.
Selection will be based on:

- Completion of these seven steps
- Placement test scores should be at least at the 8th grade level for English and Reading
- Desire and need

7

TAKE THE PLACEMENT TEST

Your level of Math, English and Reading will be assessed

6

TAKE A DISCOVER ASSESSMENT

At the Career Planning Center on the Valle Verde campus. Make your appointment through the Project Opportunity office - 594-2333

5

FINANCIAL AID

- * Fill out and Mail Pell Grant Application
- * PIC Assistance

4

TOUR

If considering the classes offered at the Advance Technology Center

3

ADMISSIONS

- * Fill Out Papers For the College
- * Set Placement Testing Date

2

INTERVIEW

Student's needs will be assessed and advised
Call 594-2332 for an appointment

1

FILL OUT PROJECT OPPORTUNITY APPLICATION

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137

A VARIETY OF THESE STEPS MAY BE TAKEN SIMULTANEOUSLY

Appendix 6
Cont.

STUDENT SURVEY SUMMARY

Since Spring 1993, WIT Project Opportunity's first Bridge Curriculum semester, a total of 118 women have completed our program to continue with their nontraditional major of study. Based on our Student Survey Report, students working in nontraditional fields, employed in other areas, attending El Paso Community College (EPCC) classes, or graduated from EPCC account for 73.8% of women completing our program.

Program Graduates (8) semesters	111
EPCC Associate Degree Graduates	2
Presently attending EPCC classes	40
Employed in nontraditional fields	30
Working in Other Areas	10
Moved out-of-town	7
Working in other areas	8
Not Working	6
Discontinued college due to medical problems	1
Completed non-credit program status unknown	1
Unknown	20

WOMEN IN TECHNOLOGY PROJECT OPPORTUNITY STUDENT SURVEY

The Women in Technology Project Opportunity program has actively recruited women into its first semester bridge curriculum since July 1, 1992. The following survey identifies the social environment surrounding our special population student. It also identifies student priorities in regard to completing our program.

SOCIAL ENVIRONMENT

The total number of applications received during a given semester is usually greater than the number of applications surveyed. This is due to the fact that during recruitment efforts for the next semester, letters of interest are mailed to previous applicants and applications of those responding are pulled from the old semester they applied and placed in the new semester with updated information. Applications are surveyed only once, with information being counted for the latest semester the student applied for.

NUMBER OF APPLICATIONS RECEIVED

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
111	83	56	67	68	57	46	36	31

TOTAL 555

NUMBER OF APPLICATIONS SURVEYED:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
88	69	46	63	68	56	46	36	31

TOTAL 503

NUMBER OF STUDENT SERVED:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
76	53	44	50	59	55	44	36	31

TOTAL 448

Total is based on the number of applications surveyed. Excludes duplicate applications for applicants interested in preceding semesters. Served students are counted only once.

NUMBER OF APPLICANTS WHO FILLED OUT APPLICATION ONLY:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
12	16	4	13	9	1	2	0	0

TOTAL 57

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Appendix 7
Cont.

NUMBER OF APPLICANTS CLASSIFIED AS HOMELESS:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
6	1	1	1	4	3	7	3	0

TOTAL 26

All Homeless applicants are living in a community service center.

NUMBER OF APPLICANTS LIVING WITH PARENTS, FAMILY MEMBERS OR ANOTHER INDIVIDUAL:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
12	16	6	7	23	24	13	18	14

TOTAL 133

This situation is not always discussed or reported until the silence is broken. The numbers stated reflect the students who discussed their circumstances with program employees while participating in the bridge curriculum semester. Numbers should then be based on the number of program participants and not the total number of applications received for that semester.

NUMBER OF APPLICANTS WHO COULD NOT APPLY FOR PELL GRANTS:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
4	11	5	7	12	3	5	4	1

TOTAL 52

Numbers indicate applicants who were unable to receive Federal PELL Grant monies due to a previously defaulted loan or academic probation. In either situation, the student would have to pay tuition herself if not assisted through WIT funds.

STUDENT PRIORITIES VS. PROGRAM COMPLETION

The following information itemizes the reasons applicants did not continue the WIT Project Opportunity Bridge Curriculum program. Throughout the process applicants were telephoned and encouraged to continue or mailed letters of inquire. Our population is an actively mobile one, who's reported telephone number may be in service today and disconnected tomorrow. This factor has hindered our efforts of keeping a more accurate account of our applicants. Total Number of applications surveyed 503.

NUMBER OF STUDENTS NOT ENROLLING IN OR COMPLETING PROGRAM BECAUSE OF A JOB:

	Continued in Job	Wanted/needed a job	Accepted a job
Spring 93	9	3	2
Fall 93	1	4	0
Spring 94	2	0	0
Fall 94	6	3	1
Spring 95	5	0	0
Fall 95	4	0	1
Spring 96	4	0	1
Fall 96	2	1	1
Spring 97	1	2	1

"Continued in Job" refers to the applicants who could not arrange their work schedule to accommodate our program classes or elected to continue working for family/financial purposes.

"Needed/Wanted a Job" refers to those applicants who elected to look for a job rather than enter our program.

"Accepted a Job" refers to those applicants who accepted a job prior to entering or while participating in our program

APPLICANTS WHO COULD NOT BE CONTACTED FOR A REASON:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
16	20	13	10	8	4	3	6	4

APPLICANTS WHO CHOSE ANOTHER CAREER PATH:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
3	1	1	5	3	6	1	4	1

Alternative career paths include nursing, law, culinary arts, computer programming, psychology, volunteer services, security academy, education, pre-engineering, business management, cosmetology, and child development.

ENROLLED IN GED PROGRAM OR ELECTED TO OBTAIN GED FIRST:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
4	0	0	2	2	0	1	2	0

Appendix 7
Cont.

ELECTED TO STUDY ESOL:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
0	1	13	10	8	0	1	0	0

NEEDED TO UPGRADE ENGLISH LEVEL:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
1	0	0	1	0	0	1	1	0

STATED PERSONAL REASONS - NOT SPECIFIED:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
0	0	1	1	1	0	0	0	0

FAMILY PROBLEMS - NOT SPECIFIED:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
1	0	0	3	4	0	0	0	2

WANTED TO STAY HOME WITH BABY:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
2	0	5	0	1	1	0	0	0

FOUND CLASSES TOO HARD:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
3	0	2	1	1	3	0	0	0

MEDICAL PROBLEMS - SELF OR FAMILY:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
1	1	0	0	2	0	1	0	0

TRANSPORTATION PROBLEMS:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
3	0	0	1	1	0	0	0	3

FINANCIAL REASONS - OTHER THAN LOAN DEFAULT:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
0	2	2	0	1	0	0	0	4

ADMISSION PROBLEMS:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
4	0	0	2	2	0	1	2	0

WANTED MORE TIME TO STUDY:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
0	0	1	3	0	2	0	0	0

LOST INTEREST IN THE PROGRAM:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
5	5	0	0	1	7	7	0	0

DID NOT WANT TO ATTEND COLLEGE AT THIS TIME:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
0	0	0	0	4	1	1	0	1

WANTED NIGHT CLASSES:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
0	0	1	0	0	1	1	0	0

COULD NOT FIT PROGRAM INTO ACADEMIC SCHEDULE:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
0	0	0	0	0	5	8	5	2

OTHER REASONS:

	SEMESTER	NUMBER OF STUDENTS
Joined the military	Fall 94	1
Did not want to attend college at this time	Spring 95	4
	Spring 97	2
Wanted night classes	Spring 94	1
Wanted to attend school part-time	Fall 93	1
Work out drug problem first	Spring 93	1
Wanted to have baby first	Spring 93	1
	Fall 96	2
Will enroll in basic EPCC courses	Fall 94	1
Left town/home	Fall 95	2
	Fall 96	1
Must take TASP first	Fall 96	1
Not a legal US resident	Spring 97	1

STUDENTS WHO COMPLETED THE PROJECT OPPORTUNITY PROGRAM:

Sp 93	F 93	Sp 94	F 94	Sp 95	F 95	Sp 96	F 96	Sp 97
18	13	16	10	13	18	13	11	7

**EL PASO COMMUNITY COLLEGE
WOMEN IN TECHNOLOGY PROJECT OPPORTUNITY
FALL 1996 SYLLABUS**

I. COURSE NUMBER: WIT 200

TITLE: Self-Investment

MEETING: Monday, Wednesday and Friday, 3p.m.-5p.m.

II. COURSE DESCRIPTION

This course is designed to assist students in evaluating personal values, and life attitudes. They will assess their potential and increase their knowledge of practical, daily living and survival skills to boost self-confidence for goal attainment. The class will look at the basic attributes of non-traditional trades and what it means to be a female in a technologically based occupation. Students will be introduced to principles of work with emphasis on developing workplace competencies and interpersonal skills. The class will participate in group discussions and analyze situational examples. VICA meetings will be held during Monday class sessions to discuss club activities.

III. RATIONAL

The objective of this class is to increase personal assessment, survival skills, and knowledge concerning opportunities for the student to succeed in their chosen nontraditional technology field. This personal background will eventually assist in attainment of degrees or certificates which will afford greater access to jobs with higher pay and more opportunities for advancement. The VICA portion will increase student awareness of the major role interpersonal skills play in the workplace. By examining personal attributes students will be better able to develop a plan to attain their goals.

IV. OBJECTIVES

WEEK	DAY	MATERIAL TO BE COVERED
1	8/26/96	Introductions
	8/28/96	Women's Worth
	8/30/96	No Lab This Week
2	9/2/96	Labor Day Holiday -No Class
	9/4/96	Women's Worth
	9/6/96	Lab-ATC - 1st Week of Labs
3	9/9/96	Lab Review, "The Employers View", VICA Elections
	9/11/96	Workshop: Sex and Power
	9/13/96	Lab-ATC
4	9/16/96	Lab Review, "What is Self-Esteem?", VICA Meeting
	9/18/96	Mentoring Reception with students and Edwina
	9/20/96	Lab-ATC
5	9/23/96	Lab Review, "The Meaning of Success", VICA Meeting
	9/25/96	Women's Worth
	9/27/96	Lab-ATC

6	9/30/96 10/1/96 10/4/96	Lab Review, Student Assessment, VICA Meeting Aaron Kravitz, Empowerment Workshop Lab-ATC
7	10/7/96 10/9/96 10/11/96	Workshop: Lolo Mercado, Relaxation Techniques Rm. SSC-104 Workshops: Conflict Resolution and Self-Esteem Lab-ATC
8	10/14/96 10/16/96 10/18/96	Lab Review, Guest Speakers: Frank Ordaz; Crime Stopper Program and Dale Houghman; Time Management Woman's Worth Lab-ATC
9	10/21/96 10/23/96 10/25/96	Lab Review, "Developing Confidence", VICA Meeting Open Lab-ATC
10	10/28/96 10/30/96 11/1/96	Lab Review, "Fear of Failure/Change", VICA Meeting Woman's Worth Lab-ATC
11	11/4/96 11/6/96 11/8/96	Lab Review, "The Art of Communication", VICA Meeting Workshop: Gender Roles and Leadership Lab-ATC
12	11/11/96 11/13/96 11/15/96	Lab Review, Student Assessment, VICA Meeting Woman's Worth Lab-ATC
13	11/18/96 11/20/96 11/22/96	Lab Review, "Taking Responsibility", VICA Meeting Woman's Worth Lab-ATC
14	11/25/96 11/27/96 11/29/96	Lab Review, "Values/Strengths", VICA Meeting Guest Speaker: Aaron Kravitz, Empowerment Workshop Thanksgiving Holiday - No Lab this week
15	12/2/96 12/4/96 12/5/96	"Making Decisions/Setting Goals", VICA Meeting Guest Speaker: Hunter Quartermane, Dress For Success Lab-ATC
16	12/9/96 12/11/96 12/13/96	Lab Review, Student Assessment, Last VICA Meeting Wrap-up Graduation

BIBLIOGRAPHY:

Career Emphasis Series; JIST Works, Inc.
No Excuse: A Philosophy For Success; Jay C. Rifenbary
Career Choices and Changes; Bingham, Stryker

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Appendix 8
Cont.

GRADING:

Successful completion of the Self-Investment class will be based on attendance and class participation. Three (3) unexcused absences will terminate a students from the program. The VICA portion will include completion of the VICA workbook. Participation in VICA activities will constitute part of the overall Self-Investment class grade.

V. INSTRUCTORS:

Rachel Ortiz; 594-2332; V.V. Campus, Rm. A2419; M-F, 8a.m.-5p.m.

Victoria DiBenedetto; 757-5085; Transmountain Campus

Edwina Vogan; 594-2376; V.V. Campus, ATC Building

**WOMEN IN TECHNOLOGY PROJECT OPPORTUNITY
INVEST LEARNING SYSTEM LAB SESSION LESSONS
FALL 1996**

Appendix 9

Sign in and out for each session. Specify name, date, time in and out.

To access the Invest learning System Program:

Turn the computer on. Notice the row of switches underneath the computer screen. Press the first red button on the right side (labeled Master) to on. Program listings will appear - select "Invest System" - press enter. The next screen will ask for your name, type "Review" then press the "enter" button. A "Component Listing" will appear.

The components we will be working with during this semester are: LIFE SKILLS AND CITIZENSHIP SKILLS.

Press the down arrow button on the keyboard until you reach the specified component we will be working with for the week. Press enter and specify lesson number -press enter to access.

NOTE: Specifying lesson number will need to be repeated after completing each lesson. To do this press "esc" (located on the upper left-hand side of the computer board) until you return to the component listings - repeat process.

CORRECTION:

Be sure to shut down the computer after every use. To do this, press "esc" until you return to the screen asking for your name - type in "exit" - press "enter". The next screen will be the "Program listing Screen" (the first screen you saw when you turned the computer on). It is now safe to turn off your computer by pressing the same Master switch you used to turn the computer on. Sign out specifying time. I will be in the ATC computer lab during your lab time beginning Tuesday, September 3, for one week.

WEEK 2 - September 3 to September 6, 1996

Component: Life Skills

Lessons: 20 and 25

20 "On the Job"

25 "Employability Skills"

Rational: Employment Knowledge

Component: Life Skills

Lessons: 10, 11, 12, 13, 14 and 15

10 "Reading a Map"

11 "Map Symbols"

12 "Using a Grid"

13 "Reading Miles on a Map"

14 "City Maps"

15 "Planning a Trip"

Rational: Directional Skills

Turn in your one-page report on a concept learned this week on Monday at 3 p.m.

Appendix 9
Cont.

September 9 to September 13, 1996

:: Life Skills
23 (do all four parts)
23 "The Learning Game"

Rational: Developing learning Processes

Component: Life Skills

Lesson: 24 (Do only the three parts indicated below)
24 "The Mirror Inside Us"
Do: "Wishing Won't Make It So"
"Who Needs It"
"Guess Who Gets the Worm?"

Rational: Self Esteem Exercises

Turn in your one-page report on a concept learned this week on Monday at 3 p.m.

WEEK 4

The **CITIZENSHIP SKILLS** component will be used beginning week 4. It will require the use of the computer mouse which I will help you with. I will be in lab during week 4 to assist you. The Citizenship Skills lessons are slightly different than the previous component.

ABOUT THE LESSONS:

Read all lesson text. Read all Glossary entries unless otherwise indicated. Take the test for all lessons, unless otherwise indicated. Record your percentage of accuracy for each lesson and then review the test questions.

Post tests will not provide a review.

Basic information about Citizenship Skills component:

- Access is the name as before.
- Use the mouse to indicate which glossary you want to review.
- Review lessons by pointing the mouse arrow on desired lesson number and "quickly" clicking the mouse.
- Exit lessons by clicking "End > Done" on the bottom of the computer screen with the mouse.
- Continue to next lesson by returning to component listing (same as before).
- Computer shut down is the same as before.

WEEK 4 - September 16 to September 20

Component: Citizenship Skills

Lessons: 33, 34, 35, 36, 37 and 38
33 "What is Self-Esteem"
34 "What Causes Low Self-Esteem"
35 "Building Self-Esteem"
36 "Rational Thinking"
37 "Dealing with Irrational Ideas"
38 "Post Test"

Rational: Self-Esteem Exercise

Turn in your one-page report on a concept learned this week on Monday at 3 p.m.

WEEK 5 - September 23 to September 27

Component: Citizenship Skills

Lessons: 2, 9, 10 and 11

2 "Rights of Citizens Summary" (Read lesson only, do not read glossary and do not take test).

9 "The Right to Vote"

10 "Equal Employment and Protection Under Law"

11 "Workers Rights"

Rational: Rights of Citizens

Turn in your one page report on a concept learned this week on Monday at 3 p.m.

WEEK 6 - September 30 to October 4

Component: Citizenship Skills

Lessons: 48, 49, 50 and 51

48 "The Characteristics of Effective Team Members"

49 "The Responsibilities of Team Members"

50 "Being An Effective Team Member"

51 "Post Test"

Rational: Principles of Teamwork

Turn in your one page report on a concept learned this week on Monday at 3 p.m.

WEEK 7 - October 7 to October 11

Component: Citizenship Skills

Lessons: 60, 61, 62 and 63

60 "What is Conflict"

61 "Settling Conflict"

62 "Skills Needed to Settle Conflicts"

63 "Post Test"

Rational: Conflict Resolution

Turn in your one page report on a concept learned this week on Monday at 3 p.m.

WEEK 8 - October 14 to October 18

Component: Citizenship Skills

Lessons: 14, 20, 21, and 22

14 "Civic Responsibilities and Good Citizenship"

20 "Provide For Your Own and Families Needs"

21 "Do More Than Your Fair Share"

22 "Stand up For What you Believe Is Right"

Rational: Civic Responsibilities

Turn in your one page report on a concept learned this week on Monday at 3 p.m.

Appendix 9
Cont.

9 - October 21 to October 25

Component: Citizenship Skills

Lessons: 53, 56 and 57

53 "Leadership Summary" (Read the lesson only, do not read glossary and do not take test)

56 "Styles and Types of Leaders"

57 "Leadership Skills"

Rational: What is Leadership?

Turn in your one page report on a concept learned this week on Monday at 3 p.m.

WEEK 10 - October 28 to November 1

Component: Citizenship Skills

Lessons: 40, 41, 42, 43 and 44

40 "Taking Initiative in Group Activities (Read the lesson and take the test DO NOT read the glossary)"

41 "Non-Verbal and Aggressive Behavior"

42 "Non-Aggressive Behavior"

43 "Twelve Assertive Rights"

44 "Choosing An Appropriate Assertive Response"

Rational: Defining Initiative

Turn in your one page report on a concept learned this week on Monday at 3 p.m.

WEEK 11 - November 4 to November 8

Component: Citizenship Skills

Lessons: 73, 80 and 82

73 "Financial Responsibility"

80 "Deciding How To Spend Your Money"

82 "Choosing The Best Buy"

Rational: Personal Finance

Turn in your one page report on a concept learned this week on Monday at 3 p.m.

WEEK 12 - November 11 to November 15

Component: Citizenship Skills

Lessons: 27, 28, 29, 30, and 31

27 "Identify and State the Problem"

28 "Develop Strategies For Solving The Problems"

29 "Develop A Plan"

30 "Practice Problem Solving"

31 "Post Test"

Rational: Problem Solving Skills

Turn in your one page report on a concept learned this week on Monday at 3 p.m.

WEEK 13 - November 18 to November 22

Component: Life Skills

Lessons: 3, 4, 5, 6, 7, 8 and 9

3 "Buying a Car"

4 "Checking The Engine"

5 "Car Body" (3 parts)

6 "Car Interiors"

7 "Test Drive"

8 "Tips On Buying A Used Car"

9 "Conclusion On Buying A Used Car"

Rational: Consumer Awareness

Turn in your one page report on a concept learned this week on Monday at 3 p.m.

WEEK 14 - November 25 to November 29

NO LAB THIS WEEK

WEEK 15 - December 2 to December 5

Component: Citizenship Skills

Lessons: 65, 67 and 68

65 "Responsible Behavior"

67 "Nutrition and Healthy Shopping"

68 "Nutritional Behavior and Consequences"

Rational: Benefits of Positive Health and Nutrition

Turn in your one page report on a concept learned this Monday at 3 p.m.

INSTRUCTOR: Rachel Ortiz

Office Hr. M-F 8 a.m. - 5 p.m.; Tel. 594-2332; Valle Verde Campus, Rm. A2419

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MAKE A DIFFERENCE DAY OCTOBER 26, 1996

The Women in Technology Project Opportunity Vocational Clubs of America (VICA) program elected to participate in the National "Make a Difference Day" by volunteering their time at the El Paso Transitional Living Center at 3700 Altura with a Halloween party for the children of the center. Nine members and one advisor were present.

VICA members began decorating the Center's lunch room at 12 noon. M. Wilson brought streamers and posters. D. Ortiz brought an inflatable Dracula and children tapes to add to the Halloween atmosphere. Approximately 16 children attended the party. We began with lively children music as we greeted the children. M. Kendrick prepared the children for the Musical Chairs Game. We decided to divide the children into two age groups, one group was 6 years and under and the other group was older than 6 years. The winner of the 6 years and under group was A. Hernandez, who won a stuffed animal which she picked herself. The second group consisted of the children 6 years and older. These children were even more ecstatic about the game. The winner of this group was J. Perez, who picked out her prize, which was a game of checkers.

Our pumpkin decorating contest began with the children selecting their own special pumpkin. D. Ortiz brought a variety of beads, buttons, ribbons, paints and other items to decorate the pumpkin with. It took about 45 mins. for all the children to complete decorating their pumpkin. All were beautifully decorated and it was hard to decide the winners, but the judges selected four winners in four categories. The winners were:

1. Scariest - J. Vigil
2. Funniest - J.J. Molina
3. Most Creative - J. Ayala
4. Most Colorful - D. Medina

A picture was taken of the four winners along with their pumpkins and prizes. Every child did so well in decorating their pumpkins that each child was given a prize. Prizes were donated by all VICA members.

After all the excitement everyone sat down to have a snack. VICA members brought punch, cookies, sandwiches, and chips for the party. Member also provided candy, popcorn hands, and apples which went into the Halloween bags each child received. M. Wilson, A. Remler, and D. Ortiz passed out the Halloween bags to the children.

The turn-out was great! Everyone, especially the children, had a wonderful time. A couple of children and their mothers came up to each VICA member and personally thanked us with a hug. One mother commented that if it had not been for this event her son would not have had a Halloween. At the end, all the VICA members and children got together for a picture. We were all glad to have been able to "Make a Difference" for this special group of children.

HOMELESS DINNER

The WIT Project Opportunity Vocational Industrial Clubs of America El Paso Community College Chapter elected to prepare a dinner for the city's homeless and serve it at the Occupational Opportunity Center, at 1208 Myrtle on November 15, 1996. All members brought their favorite dish to make a menu consisting of meat loaf, fried chicken, chicken mole, turkey, cranberry sauce, mashed potatoes, macaroni salad, potato salad, corn, Spanish rice, rice with green chilies, enchilada casserole, ranch style beans, pork-n-beans, fresh salad, fruit salad, cake and beverages. We began serving at approximately 5:30 p.m. Eight students present helped serve.

Two members, D. Ortiz and M. Kendrick, were unable to attend but sent their dishes for the dinner. Women in Technology staff members, also brought food and helped serve.

The organization of the project by the VICA members was exceptional. Attitudes were high and positive. One of our members, R. Quezada, brought a friend who helped carry food and drink for those who needed assistance to their seat.

Approximately 150 homeless men and women were served. We were fortunate to be able to provide each person with a full meal. Everybody there was thankful and grateful for our contribution. One man even asked if we could do this every day. It was a blessing to see so many unfortunate people with smiles on their faces. At the end of the dinner R. Quezada brought out coffee and homemade cookies for the VICA volunteers. This was very thoughtful and we thanked her very much. The turn out was great and the participation and organization exemplified TEAMWORK. This event turned out to be a very memorable occasion for everybody.

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There will be a
Thanksgiving Dinner
for the homeless
on Friday, November 15, 1996
from 5:00-7:00 p.m.
at 1208 Myrtle St.



This event sponsored by:
Project Opportunity, VICA, and
Women In Technology.

W.I.T. BAKE SALE!

Where:

Lower Level in Cafeteria

When:

Tuesday, October 29, 1996

Come get your
favorite treats and
help a worthy cause!



HOMELESS DINNER

The WIT Project Opportunity Vocational Industrial Clubs of America El Paso Community College Chapter elected to prepare a dinner for the city's homeless and serve it at the Occupational Opportunity Center, at 1208 Myrtle on Thursday, May 24, 1997. Because of the small number of students in this semester's program, students teamed up to make larger portions of entries. Our menu consisted of Mexican Beef Stew, Chillaquiles, Turkey, Meatloaf, Charro Beans, Spanish Rice, Potato Salad, Macaroni Salad, beverages and cake. We began serving at approximately 5:30 p.m. Seven VICA members were present.

Women in Technology staff members, also brought food and helped serve. There was exceptional organization among club members to make the dinner a success. Approximately 60 homeless men and women were served that night. We had hoped to have more people present, but a severe thunderstorm may be blamed for not allowing the homeless from leaving their shelter. We were able to provide everybody there with a full plate at least twice. Both the homeless and the staff at the Occupational Opportunity Center were grateful for our contribution and effort. In short, this project exemplified TEAMWORK among all involved. It was a very meaningful occasion for everyone.



BAKE SALE
Sponsored by
V.I.C.A



Women In Technology
Project Opportunity



Location: A# 1412
Date: May 5, 1997
Time: 8am to 1pm



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Appendix 11
Cont.

Appendix 12

Instructor: J. Busalacchi
Office Phone: 757-5827

EL PASO COMMUNITY COLLEGE
DIVISION OF
CONTINUING EDUCATION / COMMUNITY SERVICES

COURSE SYLLABUS

- I. COURSE TITLE: APPLIED TECHNICAL PHYSICS 1
- II. COURSE NUMBER: SDG 736
- III. CONTACT HOURS: 96
- IV. COURSE DESCRIPTION:

This is the first of two courses which prepares students in technology courses and employees working in industry to understand the interrelationship between the systems that comprise today's technological devices and the principles on which they work. Practical experience is incorporated in the course through lab exercise with components which demonstrate the technology principles of force, work, rate, resistance, energy, power, and force transformers. Participants will solve practical algebraic problems pertinent to the use of these principles as they relate to the four basic technology systems of mechanical, fluid, electrical, and thermal. These systems are found operating in every technology field including automotive mechanics, welding, electronics, machine trades and heating, ventilation and air conditioning.

V. METHODS OF PRESENTATION:

- A. Lectures
- B. Demonstrations
- C. Handouts
- D. Applied labs

VI. METHODS OF EVALUATION:

- A. Objectives will be evaluated according to the observed student's class performance in accordance with industrial requirements and appropriate section or sections of listed reference material.

Knowledge tests:	50% toward final grade.
Lab Performance:	<u>50%</u> toward final grade.
	100% total grade value.

B. Grading

A = 92 + B = 85 + C = 77 + D = 70 + F = <70

VII. REQUIRED TEXT AND MATERIALS:

A. Principles of Technology. Bloomington, Indiana:
Agency for Instructional Technology (AIT)

B. Materials
Scientific Calculator

XI. CALENDAR OF TOPICS AND BEHAVIORIAL OBJECTIVES:

<u>Major Topics</u>	<u>Number of Hours</u>
A. Introduction to Applied Technical Physics 1	3
B. The relationships between the four technology systems and the principle of force. Behaviorial Objective: Provide examples of complex technology devices where force must be controlled, measured or applied.	12
C. The relationships between the four technology systems and the principle of work. Behaviorial Objective: Identify correct SI and English units for work in thermal, mechanical, fluid, and electrical systems.	12
Knowledge Test:	2
D. The relationships between the four technology systems and the principle of rate. Behaviorial Objective: Identify workplace applications where rate is measured and/or controlled.	12

- E. The relationships between the four technology systems and the principle of resistance. 12

Behaviorial Objective: Identify positive and negative effects of resistance in each energy system and explain its application in technology.

Knowledge Test: 2

- F. The relationships between the four technology systems and the principle of energy. 12

Behaviorial Objective: Describe the relationship between the potential energy, kinetic energy and heat energy in the conservation of energy law and identify specific applications in technology.

- G. The relationships between the four technology systems and the principle of power. 12

Behaviorial Objective: Explain how power in each energy system relates to the unifying principle of work divided by time.

Knowledge Test: 2

- H. The relationships between the four technology systems and the principle of force transformers. 12

Behaviorial Objective: Provide examples of force transformers in mechanical, fluid and electrical systems and how they are applied in technology.

- I. The relationship between multiple systems and scientific principles.

Behaviorial Objectives:

(a) Identify workplace examples where multiple systems employed in one process are impacted by more than one scientific principle.

cont'd page 4
SDG 736: Syllabus

(b) Identify and describe workplace examples where technological advances have occurred through the impact on various scientific principles on employed systems.

J. Final examination
TOTAL

3
96



WOMEN IN TECHNOLOGY (WIT) PROJECT OPPORTUNITY
PROJECT MANAGED WORKSTUDY
STATEMENT OF RELEASE

I, _____, fully understand that as a project managed workstudy student in the Women in Technology Project Opportunity program at El Paso Community College from _____ to _____ I will be remunerated for services as specified. Further, I accept complete responsibility for any medical fees which I might incur as a result of injury to me as a project managed workstudy student and fully release the WIT Project Opportunity program and El Paso Community College from any liability from such injury. I understand that I am not an employee of the college and have no property interest in employment with the college. During this period of workstudy service I understand that I will be required to abide by the policies and procedures of the program.

POLICIES AND PROCEDURES

- The Project Opportunity workstudy program is available to Project Opportunity students only. Therefore, if a student withdraws from any of the four (4) bridge curriculum classes during the semester, she will no longer be considered a Project Opportunity student and cannot participate in the workstudy program.
- Workstudy students must attend scheduled classes the same day she participates in the workstudy program. Students who do not attend classes will not be paid for workstudy hours that day. This occurrence will also be taken into consideration for continuance in the workstudy program.
- A student may voluntarily elect to withdraw from the workstudy program for any reason (i.e. wants to devote more time to her studies) and continue to be a participant of the Project Opportunity program.
- Attendance is very important in any work situation. Workstudy students are expected to arrive on time to their designated areas. Three (3) absences from workstudy duties (excused or unexcused) will eliminate a student from the workstudy program.
- Continuation in the workstudy program is also dependent on attendance in all program classes and labs, class grades, and reviews from the workstudy location supervisors. Workstudy students must maintain at least a "C" grade point average in all their classes. If a student's grade point average falls below a "C" she will be assessed by the program coordinator and either given a probationary period, to allow her to raise her average, or be asked to step-out of the workstudy program.
- Timesheets are considered official documentation of your work record. Any type of misrepresentation or forgery on timesheets will result in immediate termination from both the Project Opportunity and workstudy programs.
- If a situation should develop in your workstudy environment which you feel you need help with, contact the Project Opportunity coordinator, who will investigate the situation immediately.

DUTIES

- As a workstudy student in a technology environment, you may expect to clean equipment, sweep floors, write assignments, file reports, make copies, observe classes, and do other duties your supervisor requests.
- As a workstudy student, you will serve as a representative of El Paso Community College, Women in Technology and Project Opportunity. Be prepared to answer questions pertaining to each.

If you agree and understand, please sign below.

Signature

Date

Social Security Number

PREFERRED WORKSTUDY SITE

Work Period: Approx. 11 wks.

Pay Rate: Minimum Wage

Hrs. Per Wk. 8 hrs.

Appendix 14**WIT PROJECT OPPORTUNITY
WORKSTUDY PROGRAM PARTICIPANTS
FALL 1996**

NAME	LOCATION
L. Acosta	El Paso Community College-Valle Verde Campus ATC Women in Technology
M. Alba	El Paso Community College-Valle Verde Campus Automotive Department
L. Campbell	El Paso Technical Center Drafting Department
O. Gonzalez	El Paso Community College-Transmountain Campus Women in Technology
L. Molina	El Paso Community College-Valle Verde Campus ATC Precision Machine
D. Ortiz	Academy of Science and Technology Drafting Department
J. Ruyball	El Paso Community College-Valle Verde Campus Project Opportunity
7 STUDENTS	7 LOCATIONS

**WIT PROJECT OPPORTUNITY
WORKSTUDY PROGRAM PARTICIPANTS
SPRING 1997**

NAME	LOCATION
B. Franco	El Paso Community College-Valle Verde Campus ATC Women in Technology
A. Gallegos	El Paso Community College-Transmountain Campus Environmental Department
C. Reyes	Academy of Science and Technology Drafting Department
N. Rodriguez	El Paso Technical Center Automotive Department
M. Shockey	El Paso Technical Center Automotive Department
L. White	El Paso Community College-Valle Verde Campus Project Opportunity
6 STUDENTS	6 LOCATIONS

Appendix 15

PROJECT OPPORTUNITY PRESENTATIONS GRANT YEAR 1996 - 1997

DATE	LOCATION	ATTENDANCE
05/27/96	National Institute for Staff and Organizational Development Austin, Texas	23
07/11/96	YWCA Transitional Living Center 3700 Altura Ave.	15
07/12/96	Department of Human Services 2300 E. Yandell	22
08/06/97	Project Redirection Planning Committee Waco Club	10
09/24/96	Sunset High School (Morning Group) ATC Tour and program presentation	40
09/24/96	Sunset High School (Afternoon Group) ATC Tour and program presentation	30
09/27/96	WIT Advisory Board Meeting EPCC Transmountain Campus	15
10/08/96	Campestre Elementary School SISD Even Start Program	25
10/27/96	Spooktacular El Paso Civic Center	175
11/20/96	School Aged Parent Center 1170 Walnut	50
11/22/96	WIT Career Exploration Workshop EPCC Advanced Technology Center	17
11/25/96	Texas Workforce Commission 6585 Montana Suite R300	20
12/03/96	Women's Studies Class EPCC Valle Verde Campus	15
12/16/96	Texas Workforce Commission 6585 Montana Suite R300	21
01/14/97	El Paso Center for Children 3700 Altura	4

Appendix 15
Cont.

DATE	LOCATION	ATTENDANCE
02/25/97	Montwood High School EPCC Advanced Technology Center	10
03/19/97	School Aged Parent Center 1170 Walnut	100
04/09/97	Socorro Educational Learning Center ESL Class	40
04/10/97	Socorro Leadership Group Escontrias School	37
04/14/97	Young Parents Program Santa Teresa High School	18
04/22/97	ESL Career Day EPCC Rio Grande Campus	47
05/01/97	Texas Workforce Commission 6585 Montana Suite R300	9
05/05/97	Socorro Leadership Group EPCC Advanced Technology Center	30
05/06/97	Sunset Heights School EPCC Advanced Technology Center	35
08/29/97	WIT Advisory Board Meeting EPCC Valle Verde Campus	16
08/30/97	WIT Career Exploration Workshop EPCC Valle Verde Campus	15

Appendix 15
Cont.

July 16, 1996

FIELD(001)
FIELD(002)
El Paso, Texas 799FIELD(003)

Dear FIELD(004),

I am writing to inform you that the Women in Technology Project Opportunity Program at El Paso Community College is presently accepting applications for its 1996 Spring semester. If you were unable to take advantage of our program in the past and find yourself thinking about what it would be like - then now's the time to try it. We've expanded our program and we think you'll like.

As you may recall, the Project Opportunity program assists single parents, displaced homemakers, young pregnant women, and women needing to enter a training program for housing benefits, make the transition into the nontraditional fields offered at El Paso Community College. These fields are: Automotive Technology, Drafting, Electronics, Heating Ventilation and Air Conditioning, Plastics Technology and Hazardous Waste Materials.

Project Opportunity is a first semester curriculum program designed to better prepare you for your future technology training. You will be taking four classes during this first semester:

Math - Placement testing determines your level - 3 credit hours

Technical Content Course - Your major (such as Drafting) 4 credit hours

Technical Applied Physics - Teaches the basic principles of technology

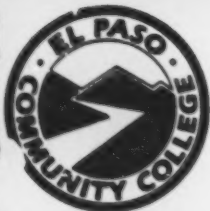
Self-Investment - A personal self-awareness class which includes the Vocational Industrial Clubs of America (VICA) Program

You may also elect to participate in our STUDENT WORKSTUDY PROGRAM. This is a one semester program which places you in a technology environment within the college or an area high school. Students work 8 hrs. per week, receive minimum wage, and are paid on a monthly basis. The Vocational Industrial Clubs of America (VICA) program component will enrich your interpersonal skills, such as working on a team and forming an identity with our community.

We're looking forward to an exciting semester. If you have previously applied to Project Opportunity and would like to join our program in the Spring, simply call 594-2332 to reactivate your file and discuss your status. If you have not applied to the program before, call me at this same number and to set-up an appointment to get you started. I hope to hear from you soon.

Sincerely,

Rachel Ortiz, Coordinator
Project Opportunity



July 22, 1996
P.O. Box 20500
El Paso, Texas 79998
915-594-2000

FIELD(001)
FIELD(002)
FIELD(003)
El Paso, Texas 799FIELD(004)

Dear FIELD(005),

Project Opportunity is looking forward to a great 1996 Fall semester. We are still accepting applications and welcome any referral you feel could benefit from our program. As you may recall, we target single parents, displaced homemakers, and young pregnant women who desire to study a nontraditional field at El Paso Community College. Our program helps in making the transition into the educational and nontraditional field environment. Nontraditional fields for women are occupations where 25% or less of the worker are women. Nontraditional career choices available at El Paso Community College include: Drafting, Electronics, Automotive Technology, Fire Technology, Heating Ventilation and Air Conditioning, Plastics Technology, and Hazardous Materials Technology.

Project Opportunity is a one semester bridge curriculum program designed to better prepare students for their future technology training. This curriculum consists of four classes:

Technical Content - Student's major (such as Drafting) 4 credit hrs.
Math - Placement testing determines level - 3 credit hours
Technical Applied Physics - Explains the basic principles of technology
Self-Investment - A self-awareness class

During this semester, students have the opportunity to participate in our WORKSTUDY PROGRAM. Students are placed within the technology departments at the college or an area high for 8 hrs. per week, for 10 weeks. They receive minimum wage and are paid on a monthly basis. Students will also be participating in the VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA) PROGRAM. Emphasis is placed on building workplace competencies such as, working as a team, valuing other needs, and following instructions.

The cost to participate in this program is divided between Federal Pell Grants and our program. Students who qualify may not pay more than \$15 out of their pocket. Others who do not qualify for Pell Grants may qualify for other financial assistance.

Enclosed are our program brochure, a program application, and a step-by-step illustration on our in-take process. Please make as many copies as you need and call me at 594-2332 to set-up an interview date with your client. I hope to hear from you soon.

Sincerely,

Rachel Ortiz, Coordinator
Project Opportunity

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Appendix 15
Cont.

Start of Item 5.

Message.

Dated: 07/30/96 at 1117.

Subject: Women in Technology

Sender: Nellie MEJIA / DIST/IS

Contents: 3.

TO: Nellie MEJIA / DIST/IS

Part 1.

TO: DISTRIBUTION

Part 2.

TO: DISTRIBUTION

Part 3.

EARN WHILE YOU LEARN. The Women in Technology (WIT) Project Opportunity program at El Paso Community College is accepting applications from women interested in enrolling in the WIT nontraditional fields program for the 1996 Fall semester.

Project Opportunity is designed to assist low-income women interested in pursuing a career in a non-traditional field by placing them in a first semester bridge curriculum. Women who qualify for this program include single parents, young pregnant women, displaced homemakers, homeless women, and women who need to enroll in a training program to receive housing benefits.

Nontraditional careers available at EPCC include: Automotive Technology, Drafting, Electronics, Heating Ventilation and Air Conditioning, Hazardous Materials Technology, Precision Machining and Plastics Technology.

In addition, students that participate in the program will have an opportunity to work eight hours per week, earning minimum wage per hour, in a related technology area.

Except for registration fees, the program is free to qualified students.

For more information, please call Rachel Ortiz at 594-2332.

End of Item 5.

Schools, Texas universities cannot use race to decide

El Paso Times

Borderland

Who gets aid, board says / 3B

Saturday

July 20, 1996

★

Metro Editor

Ramon Bracamontes, 546-6124

Section B

2B Deaths

5B Southwest

Technology training: Low-income women looking for training in nontraditional fields such as auto technology, heating, machining and drafting are invited to apply for a program at El Paso Community College.

The Women in Technology Project Opportunity will open to women in the fall semester. Women who qualify include single parents, young pregnant women, displaced homemakers, the homeless and women who need to enroll in a training program to receive housing benefits.

Students will pay nothing but registration fees. They will have the opportunity to work eight hours per week at minimum wage in a related technology area. **Information:** Rachel Ortiz, 594-2332.

— Jim Conley

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Appendix 15
Cont.

EL PASO COMMUNITY COLLEGE

El Paso Herald Post

**PUBLIC RELATIONS
AND MARKETING**

November 8, 1996

Section B page 3

**Program to help
young moms "**

The Project Opportunity program is a one-semester program that assists single-parent, displaced home-makers and young pregnant women who choose a nontraditional major at El Paso Community College, such as automotive technology, drafting, electronics and fire technology.

Women age 18-50 who have a strong understanding of English and who are willing to make a change in their life are eligible. For more information, call Rachel Ortiz at 594-2332.

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Appendix 16

PROJECT OPPORTUNITY APPLICATIONS FALL 1996

NAME	INTEREST	DATE INTERVIEWED
A.V. Torres	Electronics	2/20/96
G.J. Paige	Hazardous Material	2/27/96
M.D.C. Rivera	Electronics	3/05/96
M.L. Garcia	Plastics	3/02/96
A.G. Harrison	Electronics	4/11/96
A. Padilla	Auto Tech.	4/24/96
M. Barron	Electronics	5/02/96
I. Hernandez	Plastics	4/29/96
G. Calera	Electronics	5/02/96
A.X. Colin	Electronics	5/03/96
J.R. Finzel	Fire Tech.	5/02/96
L.L. Kalin	Machine Shop	6/19/96
C.J. Fao	Hazardous Materials	6/18/96
V. Ramirez	Auto Tech.	6/19/97
T.R. Parra	Drafting	7/10/96
M.L. Velez	Drafting	7/09/96
E.Y. Valles	Hazardous Materials	7/01/96
K.A. Feddersen	Electronics	11/15/96
M. Salazar	Plastics	7/16/96
T.M. Corral	Hazardous Materials	7/12/96
J.M. Valverde	Drafting	7/24/96
E. Ramos	Auto Tech.	7/25/96
L.E. Parales	Electronics	11/29/97
M.S. Mares	Plastics	7/29/96
V. Muñoz	Drafting	7/29/96
L.L. Acosta	Drafting	7/09/96
M.A. Alba	Auto Tech.	6/27/96
L.D. Campbell	Drafting	6/09/96
O.L. Gonzalez	Drafting	7/24/96
M.R. Kendrick	Drafting	3/15/96
L. Molina	Precision Machining	4/17/96
D.M. Ortiz	Electronics	7/30/96
R.M. Quezada	Electronics	4/01/96
A.D. Remler	Drafting	7/22/96
J.A. Ruybal	Drafting	7/11/96
M. Wilson	Electronics	3/05/96

PROJECT OPPORTUNITY APPLICATIONS
SPRING 1997

NAME	INTEREST	DATE INTERVIEWED
I. Alvarado	Electronics	1/13/97
R. Barrientos	Plastics	1/15/97
A. Bautista	Drafting	12/5/96
S.P. Corrales	HVAC	1/08/97
J.M. Doyle	Electronics	1/14/97
R.F. Will	Auto Tech.	9/06/96
I.L. Garcia	Electronics	11/24/96
L. Herrera	Electronics	9/24/96
E. Hughes	Environmental Tech.	10/25/96
G. Jackson	Drafting	11/12/96
J.A. Karatyz	Drafting	7/27/96
L. Martinez	Auto Tech.	10/21/96
D.L. McCain	Precision Mach.	11/25/96
G.A. Mendoza	Auto Tech.	9/12/96
M.M. Moore	Auto Tech.	12/05/96
M.G. Morales	Electronics	11/17/96
E. Ryan	Sewing Machine Repair	10/25/96
M.L. Sakil	Electronics	1/14/97
P.C. Wallace	Plastics	11/25/96
B. Franco	Plastics	1/24/96
A. Gallegos	Environmental Tech.	1/14/97
C. Medina	Drafting	12/16/96
B. Lagunas	Drafting	1/14 /97
S.W. Quiroz	Drafting	12/03/96
M.L. Shockey	Auto Tech.	12/09/96
L.L. White	Electronics	11/12/96
C. Reyes	Electronics	11/22/96
A. Reyes	Electronics	11/22/96
N. Rodriguez	Electronics	11/22/96
L. Arellano	Environmental Tech.	11/12/96
M. Mendoza	Plastics	11/13/96

Appendix 18

CAREER EXPLORATION WORKSHOPS FALL 1996

DATE	PARTICIPANTS	ATTENDANCE
09/24/96	Sunset High School Students	40 students toured the Advanced Technology Center
09/24/96	Sunset High Students	30 students toured the Advanced Technology Center
11/11/96	WIT Career Exploration Workshop	17 women attended

In addition, 15 Project Opportunity students participated in the Discover Assessment administered by the El Paso Community College Career Planning Center between January 1996 to August 1996.

CAREER EXPLORATION WORKSHOPS SPRING 1997

DATE	PARTICIPANTS	ATTENDANCE
02/25/97	Montwood High School Students	10 students toured the Advanced Technology Center
05/05/97	Socorro Leadership Group	30 women toured the campus and the Advanced Technology Center
05/06/97	Sunset Heights School	35 students toured the Advanced Technology Center
05/30/97	WIT Career Exploration Workshop	15 students attended

In addition, 15 prospective Project Opportunity students participated in the Discover Assessment administered by the El Paso Community College Career Planning Center between September 1996 to January 1997.

**PROJECT OPPORTUNITY
PROGRAM PARTICIPANTS - FALL 1996**

NAME	MAJOR	CLASSIFICATION
M. Wilson	Electronics	Displaced Homemaker
E. Ramos	Auto Tech.	Single Parent
A. Harrison	Electronics	Single Parent
J.A. Ruybal	Drafting	Single Parent
L. Campbell	Drafting	Single Parent
L.L. Acosta	Drafting	Single Parent
L. Molina	Precision Machining	Single Parent
R.M. Quezada	Electronics	Single Parent
M. Alba	Auto Tech.	Single
M.R. Kendrick	Drafting	Single Parent
A.V. Torrez	HVAC	Single
A. Remler	Drafting	Single Parent
O. Gonzalez	Drafting	Single Parent
T. Corral	Environmental Tech.	Single Parent
D.M. Ortiz	Electronics	Single Parent
M. Velez	Drafting	Single
T. Parra	Drafting	Single
C.J. Foa	Environmental Tech.	Single Parent
K.A. Feddersen	Drafting	Single
V. Muñoz	Drafting	Single

**PROJECT OPPORTUNITY
PROGRAM PARTICIPANTS - SPRING 1997**

NAME	MAJOR	CLASSIFICATION
N. Rodriguez	Electronics	Single Parent
A. Reyes	Electronics	Single
C. Reyes	Electronics	Single
R.F. Will	Auto Tech.	Displaced Homemaker
J.A. Karatyz	Drafting	Single Parent
M. Moore	Auto Tech.	Displaced Homemaker
S. Quiroz	Drafting	Single Parent
L. White	Electronics	Single Parent
M. Mendoza	Plastics	Single Parent
P. Wallace	Plastics	Single Parent
M. Shockey	Auto Tech.	Single Parent
C. Medina	Drafting	Single
S. Corrales	HVAC	Single Parent
A. Gallegos	Environmental Tech.	Single Parent
D.L. McCoin	Plastics	Displaced Homemaker
B. Franco	Plastics	Single
B. Lagunas	Drafting	Single Parent
I. Alvarado	Drafting	Single Parent
L. Arellano	Environmental Tech.	Single Parent
R. Barrientos	Plastics	Single Parent

Appendix 20

PROJECT OPPORTUNITY ORIENTATION FALL 1996 - JULY 31, 1996 - 1 to 5 p.m.

AGENDA

- I. Welcome
 - A. Rachel Ortiz
 - B. Victoria Di Benedetto - WIT/Wednesday class
 - C. Martha Monticon - PIC
 - D. Edwina Vogan - Support Services

- II. Project Opportunity Non-Credit Classes
 - A. Self-Investment class concepts
 - 1. VICA objectives
 - 2. Conclusion of program
 - B. Technical Applied Physics - Jim Busalacchi

- III. Ten Minute Break

- IV. Video Tapes
 - A. WIT
 - B. VICA
 - C. FAA

- V. Paperwork
 - A. Change of Major
 - B. Change of Address
 - C. Non-Credit students/nontraditional statement
 - D. Register for non-credit classes
 - E. Funding

- VI. Workstudy Program
 - A. Review Policy
 - B. Locations

- VII. Academic Counseling

- VIII. Conclusion

16 students attended the Fall 1996 orientation workshop
8 students attended the Spring 1997 orientation workshop

**PROJECT OPPORTUNITY SUPPORT SERVICES
GRANT YEAR 1996 - 1997**

UPPER RIO GRANDE PRIVATE INDUSTRY COUNCIL (URGPIC)

The URGPIC provide tuition, child care and gas coupon services to qualifying students.

FALL 1996

NAME	TYPE OF SERVICE	NUMBER OF CHILDREN
M. Kindrick	tuition, child care, gas coupons	3
D. Ortiz	tuition, child care, gas coupons	1
R. Quezada	tuition, child care, gas coupons	2
M. Wilson	tuition, gas coupons	0
O. Gonzalez	tuition, child care, gas coupons	3
A. Remler	tuition, child care	2
A. Harrison	tuition, child care	1

SPRING 1997

NAME	TYPE OF SERVICE	NUMBER OF CHILDREN
L. Arellano	tuition, child care, gas coupons	1
L. White	tuition, child care, gas coupons	3
S. Quiroz	tuition, child care, gas coupons	1
N. Rodriguez	tuition	0
M. Shockey	tuition, child care, gas coupons	1

**WOMEN IN TECHNOLOGY SUPPORT SERVICES
BUS PASSES/TOKENS**

Bus passes and tokens issued to Project Opportunity students during the 1996-1997 grant year are reported in the WIT end-of-year report.

Appendix 22

WOMEN IN TECHNOLOGY PROJECT OPPORTUNITY

TUTORING REPORT FALL 1996

NAME	SUBJECT	DAY	TIME	LOCATION	CONTACT
L. Acosta	Drafting	Tues.	11/05/96	4-5	Draft Lab Mr. Ballard
			11/12/96	"	
			11/26/96	"	
			12/04/96	"	
L. Campbell	Drafting	Tues.	10/08/96	11-11:30	Draft Lab Terry Heston
			10/10/96	9:30-10:30	
			11/05/96	4-5	L. Sanchez Mr. Ballard
			11/12/96	"	
			11/26/96	"	
			12/04/96	"	
	Math	M-Th	10/28/96 - 10-31-96	9:30-10:00 "	PASS Prgm Mary/anyone available
O. Gonzalez	English	Wed.		10:00-11:30	RAP Prgm
	Drafting	Tues.	11/05/96	4-5	Draft Lab Mr. Ballard
			11/12/96	"	
			11/26/96	"	
			12/04/96	"	
A. Harris	Math	Mon.		12:00-1:00	Math Lab Varies
		Wed.		"	
		Fri.		"	
M. Kendrick	Drafting	Sat.	10/12/96	7:00-8:00	Home L. Sanchez
		Sun.	10/13/96	8:00-9:00	
		Sat.		7:00-8:00	
		Tue.		"	
		Thurs.		"	Ballard L. Sanchez
		Sat.	10/19/96	9:00-11:00	
		Thurs.	11/07/96	7:00-9:40	
		Tues.	11/26/96	4:00-5:00	
D. Ortiz	Drafting	Wed.	10/09/96	3:30-4:30	A.S. Tech. Mr. Rodela
		Mon.		6:00-8:00	Home Joshua Aldane
		Wed		6:00-8:00	"
		Wed.	10/16/96	8:00-9:00	A.S. Tech Mr. Rodela
		Fri.	10/18/96	3:00-5:00	"
		Wed.	10/23/96	8:00-9:00	"
		Fri.	10/25/96	3:00-5:00	"
		Fri.	11/01/96	8:00-9:00	" Mr. Lugo
A. Remler	Drafting	Tues.	11/26/96	4:00-5:00	Draft Lab Mr. Ballard

Appendix 22
Cont.

NAME	SUBJECT	DAY	TIME	LOCATION	CONTACT
R. Quezada	Drafting	Tues.	11/12/96	Draft Lab	Mr. Ballard
			11/26/96		
			12/04/96		
J. Ruybal	Drafting	Thurs.	9/26/96	Draft Lab	Teresa Heston
		Tues.	10/01/96		
		Thurs.	10/03/96		
		Thurs.	10/10/96		
		Tues.	10/15/96		
		Thurs.	10/17/96		
M. Wilson	Drafting	Tues.	12/04/96	Draft Lab	Mr. Ballard
TOTAL STUDENTS 10			TOTAL TUTORING HOURS 54		

WOMEN IN TECHNOLOGY
PROJECT OPPORTUNITY

TUTORING REPORT SPRING 1997

NAME	SUBJECT	DAY	TIME	LOCATION	CONTACT		
B. Lagunas	Math	Tues	01/28/97	1-2:20	V.V.	Lab	
		Thurs	01/30/97	1-2:20	"	"	
		Tues	02/04/97	2:30-3:30	"	"	
			02/11/97	2:30-4:15	"	"	
			03/25/97	2:30-3:45	"	"	
			03/27/97	2:30-3:45	"	"	
	Drafting	Fri	04/11/97	3-4	V.V.	Jose Sanchez	
			04/18/97	3-4	"	"	
	C. Medina	Drafting	Fri	04/11/97	3-4	V.V.	Jose Sanchez
				04/18/97	3-4	"	"
S. Quiroz	Math	Fri	01/31/97	2:20-3:20	V.V.	Lab	
		Wed	02/05/97	1:30-2:30	"	"	
		Thurs	03/06/97	9-10	"	"	
		Fri	03/07/97	9-10	"	"	
	Drafting	Fri	04/11/97	3-5	V.V.	Jose Sanchez	
			04/18/97	3-5	"	"	
L. White	Drafting	Fri	04/11/97	2-4	V.V.	Jose Sanchez	
			04/18/97	2:15-4:30	"	"	
TOTAL STUDENTS 4			TOTAL TUTORING HOURS 22				

PROJECT OPPORTUNITY
DECLARATION OF ATC NONTRADITIONAL MAJOR

I _____, hereby claim, that I intend to use the
(Name of Participant)

training I will receive from the El Paso Community College Advance Technology

Center, to earn a living and better my future.

Signature of Participant

Date

Signature of Witness

Date

**WIT PROJECT OPPORTUNITY
WORKSTUDY PROGRAM PARTICIPANTS
FALL 1996**

Appendix 24

NAME	LOCATION	HRS. WORKED	TOTAL SALARY
L. ACOSTA	EPCC V.V. ATC WOMEN IN TECHNOLOGY	80	\$ 380.00
M. ALBA	EPCC V.V. AUTOMOTIVE DEPARTMENT	73	346.75
L. CAMPBELL	EL PASO TECHNICAL CENTER DRAFTING DEPARTMENT	71	337.25
O. GONZALEZ	EPCC T.M. WOMEN IN TECHNOLOGY	86	408.50
L. MOLINA	EPCC V.V. ATC PRECISION MACHINING DEPT.	74	351.50
D. ORTIZ	ACADEMY OF SCIENCE & TECH. AUTOMOTIVE LAB	80	380.00
J. RUYBALL	EPCC V.V. PROJECT OPPORTUNITY	47.25	224.44
TOTAL STUDENTS 7		511.25	\$2,428.44

**WIT PROJECT OPPORTUNITY
WORKSTUDY PROGRAM PARTICIPANTS
SPRING 1997**

NAME	LOCATION	HRS. WORKED	TOTAL SALARY
B. FRANCO	EPCC V.V. ATC WOMEN IN TECHNOLOGY	63.5	\$ 301.63
A. GALLEGOS	EPCC T.M. ENVIRONMENTAL DEPARTMENT	0	0
C. REYES	ACADEMY OF SCIENCE & TECH. DRAFTING DEPARTMENT	0	0
N. RODRIGUEZ	EL PASO TECHNICAL CENTER AUTOMOTIVE DEPARTMENT	0	0
M. SHOCKEY	EL PASO TECHNICAL CENTER AUTOMOTIVE DEPARTMENT	80	380.00
L. WHITE	EPCC V.V. PROJECT OPPORTUNITY	93.25	442.94
TOTAL STUDENTS 6		236.75	\$1,124.56

Appendix 25

WOMEN IN TECHNOLOGY - PROJECT OPPORTUNITY VOCATIONAL INDUSTRIAL CLUBS OF AMERICA FALL1996 - PROGRAM EVALUATION

Your opinion concerning the material and instructor are very important to our continued program success. Please respond as honestly as possible to the survey questions.
DO NOT SIGN THIS EVALUATION.

Please rate the material covered during the VICA Monday class and the Invest Learning Lab session, using the following grade scale from 1 (highest) to 4 (lowest).

- 1 New/exciting information
- 2 Useful information
- 3 I already knew this
- 4 I found this information useless

	1	2	3	4
The Employers View	(2)	(8)		
What is Self-Esteem	(4)	(6)		
The Meaning of Success	(3)	(7)		
Relaxation Techniques	(4)	(4)		(1)
Crime Stopper Program	(5)	(3)	(1)	
Developing Confidence	(5)	(4)		
Fear of Failure/Change	(5)	(5)		
The Art of Communication	(4)	(6)		
Taking Responsibility	(4)	(6)		
Values/Strengths	(4)	(6)		
Masking Decisions/Setting Goals	(5)	(5)		
VICA Workbook	(2)	(5)	(1)	(1)

State your comments pertaining to the Invest Learning Computer Lab Session:

"Useful information however somethings should've been known without saying" "It helped me and taught me how to study better" "All information was good and useful but I think that we could of used lab time for tutoring time instead." "Most interesting to me- love to read and use a computer. The written reports were good writing practice." "Would be nice if computer lab sessions would be open to every one"

As a whole, did you find the Lab session:

Informative (9) Yes No
Useful (10) Yes No

The Instructor:

On a scale from 1 to 4 with ONE BEING THE HIGHEST please rate the instructor in the following areas:

	1	2	3	4
Knowledgeable of Material	(7)	(2)	(1)	
Encouraged Class Discussion	(6)	(3)	(1)	
Helped on Assignments	(5)	(3)	(2)	
Explained Material	(6)	(3)	(1)	
Participated in Club Activities	(7)	(2)	(1)	

Other comments about the Instructor:

"Very good instructors, very polite and helpful" "Instructors were available to all students"
"Caring and helpful" "Always willing to help when students asked for it"

Rate the VICA program activities:

	1	2	3	4
Make a Difference Day	(7)	(2)	(1)	
Bake Sales	(7)	(2)	(1)	
Homeless Dinner	(6)	(2)	(1)	(1)
Senior Citizen's Center	(6)	(2)		
Food/clothes Drive	(3)	(3)	(1)	

Other Comments:

"I will continue doing this for my community" "Would have liked to see more enthusiasm
fro all members" "I learned about being caring and helpful" "We should have mixed more
with senior citizens"

Rate the delivery of services by the Project Opportunity staff:

	1	2	3	4
Admissions	(7)	(2)	(1)	
Registration	(7)	(2)	(1)	
Academic Advising	(7)	(2)	(1)	
Child Care	(5)	(2)		(1)

Please state any additional comments you would like to make about the program:

"Great Program" "Personnel concerned about student's success" "Keep up the good work"
"I enjoyed all this program" "Enjoyed being a part of this whole semester. It's more than
what I have every done as far as activities go" "I'm grateful for WIT-It gave one the
courage and opportunity to come to school. I learned to care about myself and to trust
myself more and certainly that I am a worthy person"

THANK YOU!

Appendix 25
Cont.

WOMEN IN TECHNOLOGY - PROJECT OPPORTUNITY
MONDAY CLASS (DISCUSSIONS & WORKSHOPS)
FALL 1996 SEMESTER - PROGRAM EVALUATION

The Women in Technology staff request and value your opinions regarding the classes in which you participated. Please be honest. You do not need to sign the evaluation. Thank you. Please rate the material covered during the following classes using the grading scale:

- | | |
|---|---------------------------------|
| 1 | NEW, EXCITING INFORMATION |
| 2 | USEFUL INFORMATION |
| 3 | INFORMATION ALREADY KNOWN |
| 4 | USELESS INFORMATION, OF NO HELP |

PRESENTATIONS:

	1	2	3	4
1. Discussion of "A Women's Worth" with Vicki DiBenedetto	(4)	(5)	(1)	
2. "Medivation" Workshop with Aaron Kravetz	(7)	(3)		
3. "Modern Assault Prevention" with Aaron Kravetz	(5)	(1)		
4. "Color Me Beautiful" Workshop with Hunter Quartermain		(1)		

QUALITY OF INSTRUCTION:

On a scale from 1 to 5 with ONE BEING THE HIGHEST, please rate the instructors in the following area according to presentation numbers above.

Presentation #

KNOWLEDGE OF MATERIAL

	1	2	3	4	5
#1	(6)	(1)		(1)	(2)
#2	(6)	(1)		(1)	(2)
#3	(5)				(3)
#4	(4)			(1)	

ENCOURAGED CLASS DISCUSSION

	1	2	3	4	5
#1	(5)	(2)		(2)	(1)
#2	(5)	(2)		(1)	(2)
#3	(4)			(1)	(2)
#4	(3)			(1)	

	EXPLAINED CONCEPTS CLEARLY				
	1	2	3	4	5
#1	(4)	(1)		(1)	(2)
#2	(4)	(1)		(1)	(2)
#3	(3)				(3)
#4	(2)			(1)	

COMMENTS ABOUT THE INSTRUCTORS:

"Loved Aaron Kravetz's presentation and especially enjoyed participating in the "Ropes" trip to New Mexico. The ropes was a kind of break through for me in a big way. Thank you." "Excellent program and Instructors" "You were all great and I learned alot." "Very good information" "Good instructors" "Friendly instructors and I enjoyed meeting with each one" "Considerate of students, enjoyed listening to them very much" "Aaron Kravetz is the "T" do more workshops with him.

THANK YOU!!! AND REMEMBER...

"You must do the thing you cannot do" Eleanor Roosevelt, American Stateswoman.
(1884-1992)

Appendix 25
Cont.

**WOMEN IN TECHNOLOGY - PROJECT OPPORTUNITY
VOCATIONAL INDUSTRIAL CLUBS OF AMERICA
SPRING 1997 SEMESTER - PROGRAM EVALUATION**

Your opinion concerning the material and instructor are very important to our continued program success. Please respond as honestly as possible to the survey questions.
DO NOT SIGN THIS EVALUATION.

Please rate the material covered during the VICA Monday class and the Invest Learning Lab session, using the following grade scale from 1 (highest) to 4 (lowest).

- 1 New/exciting information
- 2 Useful information
- 3 I already knew this
- 4 I found this information useless

	1	2	3	4
Time Management/Study Skills by Dale Houghman	(4)	(3)		
The Employers View	(5)	(2)		
Learning Styles	(4)	(3)		
Self-Esteem Building	(5)	(2)		
Values/Strengths	(5)	(2)		
Memory Techniques/ Trapes	(4)	(3)		
What is Diversity?	(4)	(2)		
The Art of Communication	(3)	(4)		
The Meaning of Success	(4)	(2)		
Fear of Failure/Change	(5)	(2)		
Taking Responsibility	(4)	(3)		
Making Decisions/Setting Goals	(3)	(2)		
VICA Workbook	(5)			(2)

Please comment on the Invest Learning Computer Lab session:

I found it Informative (6) Yes No
I found it Useful (6) Yes No

Other comments about the lab session:

"I found information so interesting""I enjoyed it" "It was long had to write alot of notes boring physically hard interest wasn't there"

The Instructor:

On a scale from 1 to 4 with ONE BEING THE HIGHEST please rate the instructor in the following areas:

	1	2	3	4
Knowledgeable of Material	(4)	(2)		(1)
Encouraged Class Discussion	(5)	(1)	(1)	
Helped on Assignments	(3)	(3)	(1)	
Explained Material	(3)	(3)	(1)	
Participated in Club Activities	(5)	(1)	(1)	

Other comments about the Instructor:

"She was understanding and patient" "She is good with trying to get teamwork going" "Great instructor took everything to heart"

Rate the VICA program activities:

	1	2	3	4
March of Dimes Campaign	(3)	(2)	(1)	(1)
Bake Sale	(5)	(1)		(1)
Homeless Dinner	(5)	(1)		(1)

Other Comments:

"It was fun""It was a success and a experience for us" Teamwork is an effort and it is better said than done. I enjoyed every activity" "I'm glad I had the chance to participate in the activities"

Rate the delivery of services by the Project Opportunity staff:

	1	2	3	4
Admissions	(6)		(1)	
Registration	(5)	(1)	(1)	
Academic Advising	(4)	(1)	(1)	
PIC Services	(6)			(1)

Please state any additional comments you would like to make about the program:

" I found the program was a success and helps to ease a single parent into the program or into a non-traditional field". "There was alot of teamwork and effort with VICA". "Keep doing it, but improve on things"

Thank you for being part of Project Opportunity. Keep in touch!
Rachel

Appendix 25
Cont.

WOMEN IN TECHNOLOGY - PROJECT OPPORTUNITY
WEDNESDAY CLASS (DISCUSSIONS AND WORKSHOPS)
SPRING 1997 SEMESTER - PROGRAM EVALUATION

The Women in Technology staff request and value your opinions regarding the above classes in which you participated. Please be honest. You do not need to sign the evaluation. Thank you.

Please rate the material covered during the following classes using the grading scale as follows:

- 1 NEW AND EXCITING INFORMATION
- 2 USEFUL INFORMATION
- 3 INFORMATION ALREADY KNOWN
- 4 USELESS INFORMATION

PRESENTATIONS	1	2	3	4
1. Discussions of "A Women's Worth" with Vicki Di Benedetto	<u>(3)</u>	<u>(1)</u>	—	<u>(1)</u>
2. Stress Management Workshops with Aaron Kravetz	<u>(3)</u>	<u>(2)</u>	—	—
3. Self-Esteem Workshop with Edwina Vogen	<u>(1)</u>	<u>(4)</u>	—	—
4. Conflict Resolution Workshop with Edwina Vogen	<u>(3)</u>	<u>(2)</u>	—	—
5. Gender Roles and Leadership Workshop with Edwina Vogen	<u>(1)</u>	<u>(4)</u>	—	—

INSTRUCTORS:

On a score from 1 to 5 with ONE BEING THE HIGHEST, please rate the instructors in the following area according to presentation numbers above.

Presentation #'s	KNOWLEDGE OF MATERIAL:				
	1	2	3	4	5
1	<u>(3)</u>	<u>(2)</u>	—	—	—
2	<u>(5)</u>	—	—	—	—
3	<u>(4)</u>	<u>(1)</u>	—	—	—

4	(3)	(2)	—	—	—
5	(2)	(3)	—	—	—

ENCOURAGED CLASS DISCUSSION:

	1	2	3	4	5
1	(2)	(2)	—	—	—
2	(5)	—	—	—	—
3	(4)	(1)	—	—	—
4	(4)	(1)	—	—	—
5	(4)	(1)	—	—	—

EXPLAINED CONCEPTS CLEARLY:

	1	2	3	4	5
1	(4)	(1)	—	—	—
2	(4)	(1)	—	—	—
3	(3)	(2)	—	—	—
4	(4)	(1)	—	—	—
5	(4)	(1)	—	—	—

OTHER COMMENTS ABOUT THE INSTRUCTORS:

"Enjoyed classes and instructors. I had fun this semester" "Great discussions gave me something to look forward to. Book lets us know about our womanhood. Thank you for great discussions and letting us speak out." "The book is somewhat interesting at times, but overall boring". "Since I joined the self-investment class I've become a more aware person, about myself and things around me. I am more tolerant and understanding. I value my family. I wish we could offer this course in Spanish." "All instructors were great! The book helps women to feel as if other women can relate to what happens to females in our society."

Appendix 26

PROJECT OPPORTUNITY STUDENTS MATCHED WITH COMMUNITY MENTORS GRANT YEAR 1996 - 1997

FALL 1996

STUDENT

L. Campbell
M. Wilson
O. Gonzalez
L. Acosta
A. Remler
M. Alba
R. Quezada
M. Kendrick
L. Molina
J. Ruybal
D. Ortiz
A. Harrison

MENTOR

A. Villanueva
K. Sptiz
D. Rodriguez
S. Odenborg
L. Buckholdt
G. Carbajal
J. Ballard
F. McCarty
G. Ivery
P. Stevens
R. Perez
R. Perez

SPRING 1997

STUDENT

A. Gallegos
C. Medina
B. Lagunas
M. Shockey
B. Franco
L. White
S. Quiroz

MENTOR

M. Holguin
R. Quezada
D. Ortiz
M. Huebner
L. Becerra
J. Ballard
F. McCarty

**PROJECT OPPORTUNITY - FALL 1996
GRADUATING CLASS**

NAME	MAJOR
L.L. Acosta	Drafting
M.A. Alba	Auto Tech.
L.D. Campbell	Drafting
O.L. Gonzalez	Drafting
M.R. Kendrick	Drafting
L. Molina	Precision Machining
D.M. Ortiz	Electronics
R. Quezada	Electronics
A.D. Remler	Drafting
J.A. Ruybal	Drafting
M. Wilson	Electronics

**PROJECT OPPORTUNITY - SPRING 1997
GRADUATING CLASS**

NAME	MAJOR
A. Gallegos	Environmental Technology
B. Franco	Plastics
B. Lagunas	Drafting
C. Medina	Drafting
S. Q. Quiroz	Drafting
M.L. Shockey	Auto Technology
L.L. White	Electronics

**Women in Technology
Project Opportunity**

**Fall 1996
Project Opportunity
Bridge Curriculum
Eighth Commencement Class**

**L.L. Acosta ■ M.A. Alba ■ L.D. Campbell
O.L. Gonzalez ■ M. R. Kendrick ■ L. Molina
D.M. Ortiz ■ R. M. Quezada
A. D. Remler ■ J. A. Ruybal
M. Wilson**

You are invited to attend

**The
Women in Technology
Fall 1996 Project Opportunity
Bridge Curriculum
Commencement Ceremony**

Join us as we salute
The Eighth Commencement Class
Friday December 13, 1996 • 6-8 p.m.
El Paso Community College Valle Verde Campus
President's Conference Room B & C
919 Hunter

Keynote Speaker Aaron Kravetz
Guest speaker Mr. Lynn Slater, Division Chair, Occupational Education - TM Campus
All guests are invited to attend the reception immediately following the ceremony.

BEST COPY AVAILABLE

Women in Technology
Spring 1997
Project Opportunity
Bridge Curriculum

Ninth Commencement Class

B. Franco ■ A. Gallegos ■ B. Lagunas
C. Medina ■ S. Quiroz ■ M. Shockey ■ L. White

You are invited to attend

The
Women in Technology
Spring 1997 Project Opportunity
Bridge Curriculum
Commencement Ceremony

Join us as we salute

The Ninth Commencement Class

Thursday, May 15, 1997 • 6-8 p.m.
El Paso Community College Valle Verde Campus
President's Conference Room B & C
919 Hunter

Welcome: Dr. R. Dominguez, Associate VP Student Services, EPCC District
Keynote Speaker Ms. T. W. Wyatt

All guests are invited to attend the reception immediately following the ceremony

The Women in Technology Project Opportunity Program is a member of the Special Programs Division, Joan B. McCollister, Director
Dr. Ramon Dominguez, Associate Vice President, Student Services.

The Project Opportunity Program invites women who are single parents, displaced homemakers and young pregnant women interested in the program to contact Rachel Ortiz after the Program or call 594-2333.

**WOMEN IN TECHNOLOGY
COMMENCEMENT CEREMONY.**

Welcome

***Dr. Ramon Dominguez,
Associate Vice President
Student Services***

Introduction

***Ms. Rachel Ortiz, Coordinator
Project Opportunity &
Ms. Victoria Di Benedetto,
Program Director
Women in Technology***

Key Note Speaker

***Ms. Terri Wasaff Wyatt
TW2 Events, Inc.***

***Remarks &
Presentation of Certificates***

***Ms. Rachel Ortiz,
Project Opportunity***

***Mr. Louis Alegre, Instructor
Cornerstone Project***

***Ms. Rojean Starke, VGA
Cornerstone Project***

***Ms. Edwina Vogan, VGA
Mentorshop Program***

Conclusion



Certificate of Completion

Awarded To

*for satisfactory completion of the
Women In Technology
Project Opportunity Bridge Curriculum Spring 1997*

196

May 15, 1997

197

Program Director

Program Coordinator

*Appendix 27
Cont.*

The Vocational Industrial Clubs of America
Professional Development Program

Trainee Degree

This certifies that

*has earned the VICA Trainee Degree for the successful
completion of Level Five of the VICA Professional
Development Program, and for personal development
and achievement in occupational skills.*

Awarded this 15th day of May 1997

Instructor

198

School Administrator

199

**PROJECT OPPORTUNITY - OUTSTANDING STUDENTS
FALL 1997 AND SPRING 1997**

FALL 1996

Outstanding Project Opportunity Student \$25 Gift Certificate	L. Acosta
Outstanding VICA Project Student \$25 Gift Certificate	M. Wilson
Perfect Attendance \$25 Gift Certificate	L. Campbell
Outstanding Technical Applied Physics Students T-Shirts	R. Quezada and A. Remler
Outstanding Invest Learning System Lab Student T-Shirt	D. Ortiz

SPRING 1997

Outstanding Project Opportunity Student \$25 Gift Certificate	M.L. Shockey
Outstanding Student (Progressed The Most) \$25 Gift Certificate	C. Medina
Outstanding VICA Students T-Shirts	L.L. White and B. Lagunas

Gift certificates and T-shirts awarded to our Outstanding Students were made possible by a special grant given to the Women in Technology program by Ms. T. Wyatt. Ms. Wyatt serves as a Women in Technology Advisory Board Member, and is owner of TW2, an enterprise which sponsors community events such as Generation 2000.

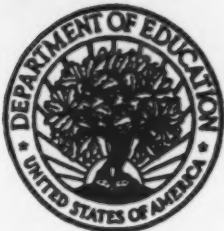
END

U.S. Dept. of Education

Office of Educational
Research and Improvement (OERI)

ERIC

Date Filmed
March 17, 1998



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